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# JUNIOR COLLEGE JOURNAL

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Volume XXII

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## *Women in This Defense Decade*

DOROTHY M. BELL

LAST September an extraordinary conference, extraordinarily attended and extraordinarily successful in its findings, was held in New York City under the sponsorship of the American Council on Education. This was the conference on *Women in the Defense Decade*. The findings of the conference, ably summarized at the final session by Margaret Culkin Banning, are now available in pamphlet form, "A New Design for the Defense Decade," published by the American Council on Education.

The conference was significant for the common recognition of the urgent nature of the problems before it; the assembly of women from so many areas of life to tackle them; the general assumption not only that women have a responsibility for them, but that they must stand, not as a group apart, but in partnership with men in solving them; and above all, acceptance of the fact that in the face of the frightful and frightening problems of this atomic age not despair but resolute planning plus action are alike the hope and order of the day. In no other country in the world has such a conference been held or even conceived of.

It is noteworthy, it seems to me, of the realistic outlook of the edu-

cational world today that it was an educational organization which foresaw and implemented such a conference as this proved to be. Into its planning were then drawn leaders from every sphere of women's activities today. Its chairman was Mary Donlon, a lawyer, now Chairman of the New York State Workmen's Compensation Board. Represented on its executive committee were educational and civic leaders, publishers and editors, officers from the women's armed service, women from the legal, scientific, engineering, and medical professions, and representatives from business, industry and research.

The program of the conference was divided between general meetings for the entire group and those of eight different sections.

The eight sectional groups dealt with areas thoughtfully selected as vital particularly to women seeking for a new design for the defense decade. Thus they concerned themselves with the home, citizenship, health and welfare, women's armed forces, industrial production, education, avocational time, everyday economics.

Among the points of agreement reached during the conference were the following: In the home it is human relations which are essen-

tial and which must be protected rather than the physical home itself. It will be fruitless to defend democracy from attack without if we do not protect it from encroachment within. While medical care must be left to trained personnel, health is a matter of individual and community responsibility and training. The need for woman power in the armed forces is unquestioned and great. The need for women in industrial production will grow increasingly while at the same time we must find a way, in order to protect the human relations of the family unit, to ease the dual burden of job and housework. Our avocations are as much a test of our value to our communities and our civilization as our vocations. Women can be effective citizens as they understand and help actively to shape the economic policies which underlie our everyday living.

Certainly in none of this are there merely roseate dreams or high-flung phrases; only thoughtful, measured weighing of the period we are facing and the problems lying before us. In Mrs. Banning's own words:

It is the approach of orderly people toward a peaceful society. It is realistic, accepting the force of arms and the burdensome cost of them. But it is a refusal to allow the progress of civilization to be interrupted during the period when we must take great precautions for our physical safety.

It is still little more than a century since women in this country set out in quest of their heritage—recognition of their equal claim

with men to the privileges and the achievements which our civilization proffers to mankind. Concurrent with their successes in this quest, there have come to them greater dignity accompanied by unhesitating acceptance of deeper and broader responsibilities.

As I said earlier, the purpose, and the *achievement*, of this conference was not the isolation of areas of responsibility by women for women only. Rather it was a remarkable demonstration of women's concern to find those particular and most needed ways by which women in equal partnership with men may embrace us all.

Thus it was that men concerned with women's activities participated side by side with women in the deliberations of this conference. Thus it is that all educators concerned not only with women's but with men's education as well must consider and welcome the implications coming from the conference.

We in the junior college world can ill afford to ignore the place which women seek and will have in this defense decade. Just as the past decade has seen our junior college movement grow to its full stature in acceptance and participation, so we now see women through their own initiative and action stand forth full-grown in their earned and merited role. It behooves us as we look toward our next annual meeting to bear this in mind.

# *I Will Never Regret Junior College*

RAYMOND A. CRIPPEN

MY BROTHER and one of his friends, both high school sophomores, came to visit me the weekend the University of Minnesota celebrated its football homecoming.

Early Saturday morning I took them for a walk to show them "my" school. We started across campus at the foot of the Minnesota mall. Those who know the scene will recall the grass-covered square and tree-lined walks surrounded by one of the most imposing collections of architecture in the state. At one end is giant Cyrus Northrup Memorial Auditorium, at the other, the modern Coffman Memorial Union.

The boys were wide-eyed, and as we reached the end of the mall, they stopped to identify the Big Ten Schools with the ten flags that had been hoisted for homecoming.

"Gee!" said my brother's friend, "This is where I'm going to college!"

I wanted to say something to him, but it would have taken too long and only dampened a bright holiday. I cannot leave the thing unsaid, however. Actually, it is only recently that I have overcome my awe for this school and others like it and realized fully, at last, that I received the finest kind of education at the junior college I attended while I was a freshman and sophomore. I enjoyed advantages that I could not have received

at any other school. The revelation, if I may call it that, is both a relief and a source of new pride.

I have never taken a back seat because my alma mater was not known and acclaimed throughout the world. Yet I had never been wholly certain that I gained all that I might have gained if I had gone to a larger school. Now I am certain. I received a foundation and a transition to my advanced studies which I sincerely feel could not be improved upon, and I should like to convince more students of this fact.

Before I proceed, I want to note that my junior college was Worthington Junior College in Worthington, Minnesota. I am now a senior at the University of Minnesota.

There were some obvious advantages to junior college which I have always realized, and high on this list was the amazingly low cost. In one sense, junior college did not cost me a penny. My bank account actually grew. This resulted partly from the fact that I was given a scholarship for one year which paid my tuition, but it was also because my living expenses were small enough to be fully paid by the part-time job I had. The money I earned during summer vacations went to the bank for my university education.

I lived at home, which saved me nearly \$300 each quarter. I lived in a town which was neither a

"college town" nor a large city, so my incidental expenses were smaller. And since it was my home town, I had no difficulty finding work. All students could not have these advantages, of course, because we do not have enough junior colleges. I hope there will be a bright day when this is not so.

Though I would not admit to the fact the day I enrolled at junior college, I now realize it is also true that in my seventeenth year my mind may not have been "old" enough to take easily my first dose of advanced learning in a strange and demanding environment. Marx and agnosticism, Freud and evolution, Schopenhauer and relativity, and all the then unfamiliar host have stormy and disturbing introductions. My family, my old friends, and familiar surroundings helped me weather these introductions and keep my balance.

Probably greater than either of these things, however, was the opportunity I had for receiving an education. This opportunity, I believe, is not duplicated outside the small junior colleges. When I was a student, the total enrollment at Worthington Junior College consisted of about seventy students. There were ten members on the faculty. The unusual advantage this situation offered is obvious. I do not think I am exaggerating unduly when I say there was a striking resemblance between my classes and the classes of the Greek philosophers. Student and instructor were close

friends. Each understood the capabilities, problems, and shortcomings of the other. Often we sat in a semi-circle around our teacher's desk, and with each statement of the instructor, there was an opportunity for discussion, questioning, and dissenting. Examinations were really a mere confirmation of the grade the instructor was able to predetermine by class discussion and not the sole determinant of achievement in a course.

To cite specific cases, there were my classes in first and second year German. The first-year class consisted of five students, the second had three. I had a private tutor for the price of a textbook. Nor can I fail to note the comparison between the history and other lecture courses I attended at junior college and those I have attended at the university. In the former, there were from twenty to thirty-five students—a discussion group. In the latter, there were frequently 150. The instructor could not know his students, and assistants were required to correct examinations, the one contact a teacher might have with his pupil. This raises the point that though a large college may employ acknowledged experts in every field, their courses are so sought after the student would profit far more with less famous instructors with whom he could confer and seek both aid and inspiration.

I do not mean to imply that large schools encourage or approve these conditions which alienate student

and instructor. Indeed, they make great efforts to avoid them, and, in advanced work, where there is increased specialization, they are often successful. In the first years, however, class size makes a duplication of the junior college ideal impossible.

The big question which yet remains, and the one with the least tangible answer, is whether I did or did not receive a true college education. Though I saved money and mental anguish and enjoyed close association with my instructors, did I have, after all, only a "half-baked high school refresher," as someone once said? My emphatic answer is no.

Analyzing my junior college education, I can trace three distinct functions which it served. They are necessary and vital functions of any junior college, though one of them is seldom gained outside a two-year school. These functions are a transition between high school and college, a foundation for advanced studies, and the development of a questioning and inquisitive mind. It is this last function which is often lacking in larger schools.

The courses and instructors in my junior college definitely established a transition to senior college study. I was not confronted with a simple, rehashed high school curriculum. I was faced with more work and more new material each week than I had ever known previously. It did not seem possible that senior college could require

even more. But it has, and my junior college work was an excellent disciplining for the things which were to come. I was prepared.

I also know now that my courses built a sound foundation for my advanced studies. I have entered only a few senior college courses totally unprepared. These were courses in which a preliminary introduction would be difficult. For the greatest part of my work, I have had ample background and introductory material to draw from.

Finally, I believe junior college developed an inquiring mind in me such as I could not have developed in any large school. In the large classes and impersonal atmosphere of the big schools, the student often becomes a kind of robot. An assignment is made, the work is done, and no questions are asked. A thesis is developed, the idea is accepted, and no further substantiation is required nor alternative suggested. Of course, exceptions to this are common, but it is a pattern. I am brought to the conclusion that the opportunity for frequent discussion and the close relations between student and instructor in the small junior college develop a wholly different attitude and serve an invaluable function.

I still remember one afternoon in the fall quarter of my freshman year. The day had been sunny, but during the afternoon it began to rain. I stood in the brick lobby of Worthington Junior College waiting for a break in the shower.

Many of my friends had left for other schools in the preceding weeks, and I was seriously troubled with the thought that I should be with them. I wondered what I was losing. I wish the young man who

wrote this article could have walked up to the young man who stood in the lobby and told him the thing he now knows. "You will never regret this. You're not losing, you're gaining."

## *Junior Colleges in This Period of Crisis\**

LELAND L. MEDSKER

IT IS only natural that the junior college should be spotlighted for a role in this period of crisis. An institution which in the brief span of fifty years has done so much to democratize post-high school education in America could hardly be ignored in a period when the democratic ideology is being threatened.

My best interpretation of my responsibility is that I raise some issues that may serve as partial guideposts for this Conference. My identification of the role of the junior college will be tentative. It will be presented as a series of possible hypotheses which the discussion groups may prove or disprove if they so desire. It springs from the experience of one who presents it with the realization that different experiences might result in different interpretations.

It is first necessary to interpret the meaning of "this period of crisis." At the risk of over-simplification, it would seem wise to think of the crisis confronting us as consisting of two aspects. One might well be referred to as those obvious surface disturbances and conditions of unrest of which the American people are fully cognizant and which, to a great extent, constitute the immediate stimuli to which we as individuals and as a nation respond from day to day. The other is that of the deeper underlying changes and conflicts which give rise to surface disturbances, but

which are neither as apparent nor as identifiable.

Turning to the various surface disturbances we almost find ourselves in the position of discussing the obvious, and were it not for the necessity of our looking at the total picture as we start this Conference, it might be unnecessary for us to consider them. We know, for example, that these are times of fear. Though perhaps with less hysteria than a year ago, we still live in fear of World War III, and as if another total war comparable to the last would not be bad enough, we fear today a war in which atomic power or other newer weapons would make destruction more complete than ever before. Our fears go so far that we and even our young children wonder, where, if indeed anywhere, we could seek protection in the event of a real war. When the question is so frequently raised as to whether or not civilization can withstand such an onset of destruction as would occur in a third world war, when the pessimists cry out that perhaps we are on the verge of destroying all that has been built up through the centuries, is it any wonder that we find it easy to fall prey to the fear complex? Then, in addition to fearing war we find ourselves crying out

\*Address delivered at the Eighth Annual Junior College Conference, Agricultural and Mechanical College of Texas, on October 8, 1951.

constantly against economic inflation. We watch the many indexes of cost of living and shrink when we note the rise. We wonder what effect a continued rise would have upon the millions who are dependent upon fixed incomes.

As if the *possibilities* of war and inflation were not enough, we find ourselves on what might seem to be the verge of each. After all, there is a Korea, and there are price-wage spirals. Men are being called to service. Many are feeling the urge to enlist. Each week from our West Coast cities there go farther westward many men to take their places in conflict and there return those from active service, many of whom are just as disabled as if we were in a full-fledged war—to say nothing of those who do not return. Unrest; uncertainty; concern for the future; indecision as to whether to go to college, whether to get married, how to plan a career—these are the problems of every young man today, and they are reflected in our total population. Meantime, we are gearing our economy to defense, and while we have high employment, our money continues to buy less and we become more and more concerned. These are typical of our surface tensions.

It is, of course, unnecessary to say that the crisis lies deeper, and so it is to the underlying issues of the real crisis that we turn now for brief consideration. We know, of course, that the essence of our problems today is the basic conflict

between the democratic and communistic ideologies.

This is by no means the first time that democracy has been challenged. We may recall the early revolutions in its name! Though it has been said that up until World War I there was a feeling that democracy was inevitable, there did begin in the nineteenth century various movements against the idea culminating finally in the great struggle in World War I in which we fought to "make the world safe for democracy." In this war and the one that followed it we fought against such tenets as the glorification of force, of strong will, of war as a means of social improvement, of militant racism, of a leadership hierarchy leading to a totalitarian state, of a belief that to conquer the world was a duty.

The victories won in the name of democracy in these two wars may look insignificant, although who at this time can evaluate accurately the net gains that resulted? In any event, we are all too cognizant of the fact that long before the last war there had developed another theory that was incompatible with democracy's emphasis on the rights and dignity of the individual. The communistic ideology, though similar to the Nazi belief in that it places the state above the individual and seeks its goals through force and without regard to conventional morality, strikes even harder at the democratic way of life in its goals of a classless society and destruction of

capitalism. Essentially the question is whether we shall have a free world or a slave world. With an unknown but an unmistakable military power, with a propaganda machine the like of which the world has never known, with an appeal to those who now are among the "have nots" and those without hope, and with an apparent belief that the two ideologies cannot exist side by side in the world, there can be no denial of the graveness of the situation. So grave indeed is the situation that war could come at any time. If it does not, there is much to support the idea that in effect a cold war—a sort of truce—will prevail for a very long time during which the strength of the two forces will balance.

Ironically, the development of communism has culminated at the very time when other things were happening. When the world has, in terms of transportation and communication, become a small unit and when technological developments have placed almost unbelievable instruments in the hands of men, there can be expected little isolation or confinement of any one country or believers of political theory. Men can and will mix in a world community. This, of course, makes the situation more tense and the desirability of solution all the greater, though the more difficult.

Then, despite the extolled virtue of democracy, it has found itself with certain shortcomings and weaknesses which are of little help to it in this period of crisis. We

know of its inconsistencies, its corruption, its intolerance. Sociologists tell us of our constantly changing value systems, the frustrations, the loneliness, and the confusion of a people now without a frontier, highly urbanized, and dependent on vicarious experiences for the formulation of their ideas and judgments. That all this should be true at the very time that the pressure of communism should rise to its present height may be more than a coincidence and it surely leaves democracy with less strength with which to preserve itself.

To add to the confusion is the fact that the social changes that have taken place in democratic nations in the past few decades and which have not always been fully accepted by all people have given rise to suspicion of any kind of change. This in turn has tended to confuse communism with social progress. It seems sad but true that many of the accusations and the witch-hunt activities of the past few years have resulted from this type of confusion. If this be a true statement, we should add the situation to the elements of our present crisis.

Perhaps we should mention a last but somewhat more subtle element by simply asking the question—are we so intent on saving the world from communism that we shall in our very efforts consume ourselves, lose our freedom, or fall prey to our present danger? Where is the balance necessary to protect us but still preserve us? Who is to judge

and how? Whether or not we know the answers to these questions today, they are important ones to keep in mind as we move ahead.

Having attempted to identify some of the phases of the present crisis, we turn now to the heart of our discussion—an attempt to depict the role of the junior college in these times. In doing this we could spend most of our time talking about the obvious, particularly with respect to the curriculum and the program of the junior college. We could talk about cooperation with the military. We could review the possibilities for participation in civilian defense activities. While a discussion of these aspects of our role would be interesting, we shall pass them quickly in favor of some other points of view which may not be so obvious.

We could also discuss briefly our obligation to the young men now in our colleges whose status as freshmen or whose academic record defers their entrance into military service. While we would all laud the legislation making such deferment possible, it is easy to realize how unfair it might be if college opportunities were not readily available to the great mass of youth who could not financially afford to remain in college even though their academic rank might be high. In this we come again to the old story that the junior college, being of low cost and close to the people, is the one post-high school institution that really democratizes education at that level. Ours is a golden op-

portunity to serve those young men who are deferred, and it would seem that the responsibilities that we have for serving them will rest heavily upon our shoulders. In terms of curriculum and program we can help these men see to it that there is allowed to develop a backlog of people with necessary training that will not short-suit us in the years ahead in terms of basic occupational needs. If science in all its many phases; medicine with its ramifications; engineering with its many facets; teaching with its important contribution—to mention only four areas—are to be allowed to develop to the fullest possible extent, we must see that the disruption of the flow of young people into these areas is not abruptly ended now. Accommodating those young men who might not otherwise be deferred with the possibility of their later feeling certain of these basic occupational needs is, then, a role which we are playing and should be glad to play.

I should like, however, to turn now to the discussion of another role of the junior college which, in my opinion, is an extremely important one, and about which we do not so often think and talk. It has to do with the influence which we as junior college teachers and administrators may wield on morale and attitudes in this period of crisis. In discussing this role we may raise two questions which may be good ones for our discussion groups to consider in this Conference. The first question: What can

we do to help in the stabilization of emotions and in the development of a realistic rationale in these times? The second question: What can we do to develop better understanding among people?

Turning to the first question, if we have depicted accurately one element of the present crisis, namely, that it is characterized by a fever of excitement, by fear, by continuous disruption of plans, by uncertainty, and by other characteristics that charge the emotions and make for confused minds, can we not assume that perhaps one of the most important of our tasks is that of helping people become more rational about the situation at hand? Can we help them be realistic? Can we help them better to understand what the crisis is all about? Is it not true that an analysis of the real conflict between a slave world and a free world and an understanding of why it is probable that the conflict will be of a long-term nature will help people become more sensible regarding it? Is it not true, too, that an understanding of our economic system, of what causes inflation, of its dangers, and of some of the steps which may be taken to control it will give people new courage to look ahead? What can we do to give self-direction and self-reliance to junior college-age students? These are some questions which, if we could find answers to them in this Conference, would surely help us as we go back to our respective institutions.

In the second question, which has

to do with how we may develop better understanding among people, we have implied a responsibility that is ours for more than one reason. For years we in education have talked about what we can do in the matter of developing better human relations. We have heard so often the story of how young people lose positions because of their inability to get along with other people. We have seen the breakdown of family life. We have observed the inability of local community groups to function harmoniously. We have seen petty characteristics pervade all our governments. Now we are to the point where the world has come to be so small that anything short of harmony among its people tends to threaten civilization. These observations are almost trite. We all think of them often. But what are we doing about the whole matter of human relations in our junior colleges? How much attention are we giving to a realistic world outlook? How much conscious attention are we giving to the development of understanding of other peoples? How many of our students (and our teachers) still carry in their minds totally erroneous ideas in the form of stereotypes of the peoples of other countries? To what extent are we building tolerance toward minority groups in our own country? These questions although simple are, I believe, important. Each of us undoubtedly has done something along the lines implied by all of them, but have we done

enough? What more can we do?

Any answers to these questions have, of course, a terrific impact on the whole junior college program—on curriculum, on instruction, on services to adults, on student personnel programs. If we are to do anything about stabilizing emotions or developing better understanding among people, our curriculum makers are going to have to be concerned. Their concern must be specific. To be sure, they will continue to think about meeting entrance requirements into universities and into industry, but there are still ways of introducing separate courses or of injecting units into present courses that can accomplish the purpose. Special units that help students analyze the differences in the communistic and the democratic ideologies, that help them understand the appeal of communism to certain peoples of the world, units that depict accurately the life and hopes of other peoples, that deal with our own political and economic problems, that help people understand some of the basic rudiments of getting along with others—all are not only possible but highly essential.

In terms of instruction we shall have to be concerned about those methods and the utilization of those experiences which will give confidence and self-direction. If our young people are to pass their judgments on first-hand information instead of through symbols that stand alone and are far removed from the experiences of youth, our in-

structional program must strive to bring to them those opportunities to participate directly in the fields of community life, of democratic situations, and of home and family situations. Through well planned field trips, participation in community projects, utilization of laboratory situations, etc., we can do much in providing experiences that are real. Through clubs, activities for special calendar days and weeks, and other devices we can do much to awaken interest in other peoples. Through such techniques as the sociodrama and other group devices we can spark participation and get diverse points of view out into the open.

In terms of student personnel services, it almost goes without saying that henceforth the total problems of the student must be considered. What we often cannot do in the classroom can be done by good counseling, and I suspect that we shall never see a time when the importance of counseling and guidance will be greater in helping us answer the two basic questions than it is today. Counselors will have to be realistic; they will have to face problems that lie far beyond mere educational or vocational planning.

May I mention here, too, a special responsibility for junior college administrators. It is based on the old precept of example. It has to do with the utilization of the democratic process in the college. Of all the institutions that should exemplify democracy in action, the

junior college should take a lead, and while most junior college administrators would contend that they are democratic, there are those whose records belie them. We cannot forget that students, and, in fact, the whole community, quickly recognize both the tendencies and the merits of a democratic atmosphere and that its example does more to strengthen belief in it than anything else. Democratic relationships between administrators and all staff members, between staff and students, among staff, and between the school and the community are so important that perhaps the greatest service that any of us as administrators could render in this time of crisis would be to make sure that the process flourishes in our own front yard.

I believe it is important that we take a moment at this time to consider why the junior college is so vulnerable. We have already mentioned the extent of our role in equalizing the opportunities of young men now deferred. The same, of course, goes for women students and others not facing military service. The fact that our doors are open to all means that we will serve many who would otherwise be denied opportunity. It usually happens that because of this fact we reach a great variety of individuals in terms of abilities and interests. We must remember that everyone is a citizen. The student who was graduated from high school in the lower quartile of his class is just as tense about our pres-

ent crisis as is the valedictorian. What we can do for him and for his family in these times is important, and that is our challenge. Moreover, we all know that young people enter the junior college at an age when they can well comprehend responsibilities. In addition to stabilizing their emotions we should be able to do much about helping them understand the present problem and assume their personal role with regard to it.

We have said little in the discussion about the role of the junior college insofar as adults are concerned. In a nutshell we may say that tensions which constitute our crisis are just as great as if not greater for adults than for young people; hence, our responsibility for working with adults can well lie along the same lines that we have discussed. Our problem will be that of causing ourselves to deviate from some of our more conventional adult programs to provide sufficient opportunities to engender emotional stability and improved human relations. Indeed, we will be falling down on the job if we do not concentrate on these problems with adults since the situation is critical now. How best to accomplish this task is a matter of concern to us all. Obviously, there are many ways and techniques not all of which are in formal classroom situations. I firmly believe that throughout the country we are recognizing that educational programs for adults go further than mere vocational training or recrea-

tion and that education has a responsibility for initiating and developing interest in those areas which develop personal competence and broadened horizons in the individual.

We have attempted to summarize the present crisis in terms of both the most apparent and deeper underlying characteristics. Against this background we have tried to visualize the responsibilities which the junior college has, not only in carrying on its normal functions, but also for helping individuals stabilize their emotions and develop understanding and cooperation among people locally and throughout the world. This Conference may project some of the ideas further. Whether it does or not, may we submit that each of us has the responsibility for some soul-searching as to what we can do in our own

institutions over and beyond "keeping school as usual." In all of this the best criterion of our strength is whether or not we really care, because unless we do really aspire to be something more than just another formal school in these times, we shall certainly be no more than just that.

In closing with this idea, I should like to quote from the editorial in the September, 1951, issue of the *School Executive* entitled "Schools in a War Economy":

But it is also true, particularly in a long struggle, that the spiritual and moral resources of free men—the will to fight which comes from an understanding of that for which the battle is waged—are of equal importance to purely military and economic resources. The qualities of mind and heart which free men display in the next two or three decades may well determine the course of civilization for centuries to come. This is the job of schools—of education.

## *The Second Fifty Years -- Our Golden Opportunity\**

ROOSEVELT BASLER

WE ARE here tonight for the express purpose of celebrating the Fiftieth Anniversary of the Joliet Junior College; but in so doing we are commemorating not only the founding of this great institution but also the birth of one of the most lusty, and at times obstreperous, members of the family of American educational units — the American junior college. We would do honor not only to those whose vision, enterprise, and faith led to the creation and development of this one institution but also to all those countless others who since that time have been instrumental in the founding and development of public and private junior colleges all over this land. Not only would we salute such men as J. Stanley Brown, C. E. Spicer, William Rainey Harper, and those men and women who later carried on here in the fuller realization of the dreams of these early founders, but we would salute also that great company of teachers, administrators, school board members, members of the local and state governments and the like who have labored over the past fifty years in all parts of our country to provide suitable, and appropriate educational opportunities for youth in the upper adolescent years and for adults.

Those who are, and have been,

associated with the Joliet institution — the one which cradled the Junior College Movement — would be the first to recognize and applaud the vast extension and amazing virility of this movement.

In celebrating the Golden Anniversary of the Joliet Junior College and in honoring its proponents and its staff, both past and present, we are in a very real sense celebrating the evolution of the Junior College Movement in America and honoring all those who have had a part, large or small, inside or outside the walls of the junior colleges themselves — those who have had a part in creating, maintaining, and conducting over 600 public and private junior colleges serving close to two-thirds of a million youth and adults.

Now, if we were to spend all of our time here this evening reviewing the great accomplishments of the founders and developers of the Joliet Junior College, we would not be paying them the respect they deserve. They were engrossed not in reflecting on the past but in planning for the future; and they would want us to do likewise. Judging from the little study I made at one

\*An address given before the North Central Council of Junior Colleges on the Occasion of its Seventh Annual Convention held at Joliet, Illinois, October 18-20, 1951—the Golden Anniversary Year of the Joliet Junior College, first public junior college in the United States.

time of the early history of this junior college and judging from what I know about its present leadership and staff members, I feel quite certain that none of them will ever end up as "a pillar of salt." Nor do I believe that we would appropriately honor that doughty band of men and women who have, in one way or another, played a part in the evolution of American junior colleges if we dwell too much, or too long, upon the rapid and, at times, spectacular growth of these institutions or upon the extensive services these education workers have rendered therein, because their efforts also have been characterized by vision and "rail splitting" rather than reminiscence and "oar-sitting." They have been at the ramparts, not at the fireside. We honor them best by doing likewise.

Our Golden Anniversary can most appropriately be observed by contemplating our Golden Opportunity. What about the second fifty years? Of what does our Golden Opportunity consist? I believe it is really made up of a cluster of individual but related Golden Opportunities.

Now I would be a bold fellow indeed if I presumed to identify, let alone discuss, all of the Golden Opportunities which confront those who work in or with junior colleges.

For one thing the pattern of this cluster of opportunities would vary markedly from school to school, from community to community, from state to state, and from one

geographical section to another. I do believe, however, that some few of these opportunities wait to be embraced by most of us. I have selected what appear to me to be seven of the aspects of our Golden Opportunity — all of which I consider of crucial importance and submit them for your consideration.

#### *First Golden Opportunity*

The first of these Golden Opportunities is that of actually achieving in practice one of the widely recognized purposes of the modern community college; namely, *the provision of educational opportunities of a terminal nature* for those youth whose needs, interests, and abilities can best be met by two years of combined occupational and general education rather than by preparation for university transfer leading to the professions, engineering, and business management. We accept the theory that junior colleges should perform this terminal education function, but since we have had less experience with developing sound programs of this type, we seem to find it a difficult and slow process to "make good" on our professed belief. We know how to get young people ready for the university — or we think we do. But the additional provision in some one junior college of the diverse terminal offerings appropriate to the needs of that community and in harmony with the occupational demands of business and industry in the region concerned — that is something else

again. It takes more equipment, and diverse equipment; it demands surveys of community characteristics and occupational outlets; it calls for direct planning and co-operation with community leaders and with those in charge of the business and industries concerned; it takes staff members who are interested and competent not only in doing those things but also in providing the actual instruction which would naturally follow such efforts. In short it takes more time and more money; and besides, most of us are still pretty much amateurs at it compared with our time-tested knowledge of how to get young people ready for the university. But the need for it is no less real than its difficulty of accomplishment.

Some of the members of this audience may be surprised to learn that the original purpose of the institution whose Golden Anniversary we celebrate here tonight was the provision of terminal education. The record leaves no doubt about it. Who would know better than Mr. C. E. Spicer what the original purposes were? He was connected with the Joliet Township High School and Junior College District for forty-eight years as teacher, head of the science department, and as assistant superintendent — covering a period from 1891 to 1939. In a letter to former Superintendent L. W. Smith in 1932, at which time Dr. Smith was serving as Superintendent of the Berkeley, California, Public Schools, Mr. Spicer made some very significant

statements concerning the first junior college offerings here. In that multiple-page letter Mr. Spicer very clearly attributes the beginning of the thirteenth and fourteenth years of public education to an attempt to meet the terminal education needs of youth (although he did not use that term).

Preparation for college was not the chief purpose served by the early junior college offerings. The provision of training — terminal in nature—which would enable youth to go immediately into fields of employment was the compelling motivating force behind the inauguration of the offerings extending beyond the high school. Here is a direct quotation from Mr. Spicer's letter:

Junior Colleges are, today, 'established,' 'organized,' 'decreed'; but, in those days, they 'grew,' if they developed at all. And they grew because of *a real public need* . . . I have said 'a real public need,' and in our case that need was economic in its nature, distinctly so. There was nothing in the nature of 'local pride,' or 'desire to outdo other communities,' . . . that motivated this expansion. The ample cause was a strong undercurrent of public dissatisfaction because our young men graduates of the then new high school, could not convert their training in the high school into employment and monetary returns.

Mr. Spicer further explains the nature of this "undercurrent of public dissatisfaction" by stating that it was open and pronounced and at times took the form of protest meetings involving many leading and substantial citizens. (It may be some source of comfort to the deans and other school adminis-

trators who are present to know that open and pronounced public dissatisfaction and even protest meetings are nothing new.)

The letter makes it abundantly clear that the public welcomed and supported this expansion in public education solely because of its vocational values. In commenting on the first post graduate courses, Mr. Spicer said—and again I quote directly from his letter:

They (the subjects) were the ones that could be made immediately remunerative to the students, and each of them abundantly justified itself on this basis.

Although begun as a school to provide terminal education opportunities, the history of Joliet Junior College clearly reveals, that it, like most other junior colleges, has devoted a large portion of its energies across the fifty years to preparation for college. Great progress has been made, of course, in the provision of terminal education in this institution in the last dozen years or so — as has been the case in many other junior colleges which have emphasized community college ideas and ideals.

Nothing in what I have said should be construed as an effort to minimize the important function of the junior college in preparation of certain youth for transfer to the university. This function needs to be continued and probably improved in some cases. What I do contend, however, is that to date general practice in the junior colleges of the country in providing varied and realistic terminal educa-

tion has not kept pace with our professed aims — even though certain junior colleges may represent notable exceptions to this statement. Here then is one of the Golden Opportunities: to make good on this promise to ourselves and to youth.

#### *Second Golden Opportunity*

A second Golden Opportunity is that we can capitalize on the *adaptable character* of the institution we have inherited. Those who serve in junior colleges are bound by fewer hampering traditions than those who work in either high schools or in universities.

A colleague of mine, when frustrated by the inflexibilities of some college tradition which seems to him to stand in the way of getting action on meeting some newly created need, is often heard to murmur, with apologies to General MacArthur of course, that Old University traditions never die—they just smell that way!

Junior colleges have a precious endowment in their adaptability! We must not allow this endowment to go unused. We don't know what demands the next fifty years will bring or even the next five. Few among you can predict with assurance what special role your junior college may be called upon to play within the year. But this we can all do: We can continue the pattern of being alert to provide whatever educational service the community or the nation most needs at any given time. During World War II junior colleges developed a reputa-

tion for adaptability. Time for only a few quick examples. Let's take them from this same institution.

In 1942, shortly after two large ordnance plants had been built near Joliet to produce explosives for the government, the Joliet Junior College, at the request of these plants, developed and installed almost overnight an intensive twelve-week course for the training of junior chemists desperately needed in these plants. Instruction covered an eight-hour period each day, six days a week. While the groups in this program were still in training, the War Department asked the school to prepare a special program to train "Ordnance Inspectors" for the same plant. This was done, and the training was started with a minimum of lost time. Ordnance Inspector classes included students whose backgrounds of educational attainment varied from eighth grade graduation to graduate work at the university level. Over 250 persons were trained in these two special programs alone within a short period of time. The speed with which these programs were put into operation and the success which attended the entire effort are illustrative of many, many similar adaptations which were made by countless numbers of junior colleges represented here tonight as well as by those in other sections of our country.

Recently, a group of junior college teachers and administrators from the Southern States, meeting at George Peabody College, devel-

oped a number of potential adaptations in junior college organization and curriculum which they thought might well be considered by junior colleges as a means of meeting the possible emergency conditions of the years ahead. Their list is long. Permit me to mention just a few of their suggestions:

1. Continue to make surveys of our communities to determine what terminal educational services are most needed.
2. Through regular classes and special forums aid in promoting an understanding of national and international events.
3. Teach sound consumer guidance for the price-inflationary period.
4. Examine the feasibility of applying for contracts for training military personnel in such fields as clerical, scientific, technological, and the like.
5. Offer on-the-post classes and night classes for military personnel stationed in the vicinity of the school.
6. Utilize empty dormitories (caused by decreasing enrollments) to house wives and families of departed military personnel and offer these women and children complete educational programs commensurate with their needs.
7. Initiate a program for elderly people to provide recreational, avocational, and cultural activities and also assist them in finding a place in the defense effort during the emergency.

Well, you get the idea even if you don't get an understanding of the details of how some of these suggestions might be worked out in a particular junior college. The point is that we have a *precious heritage of adaptability* and that one of our Golden Opportunities is to capitalize on it.

#### *Third Golden Opportunity*

I can state the third Golden Opportunity I have in mind by re-

ferring you to one line in the *1950 Junior College Directory* published by our American Association of Junior Colleges and to one line in the *1951 Directory*. The *1950 Directory* reveals that in the 1948-49 school year there were 142,220 adults enrolled in American junior colleges, and the *1951 Directory* shows that one year later, 1949-50, there were 214,407 adults so enrolled. A gain of over fifty per cent in one year. Well even when you make allowances for possible changes in methods of reporting and for some of the normal errors certain to creep into such reports—even then it would look as though the junior colleges were already seizing this golden opportunity by the forelock—the opportunity of extending educational services to adults.

Does each of us know what is the extent of the potential adult population in our respective junior colleges? I know of one way to get a clue to this—a clue to the unrealized educational ambitions of the adults who reside in an area served by a junior college. It is the simple device of consulting the section of the Federal Census dealing with "Characteristics of the Population." I did this for one mid-west county recently. Here in a nutshell is what I found: For the adult population twenty-five years of age or over:

One adult in every eight had completed high school.

Only one in every thirty-two had completed four years of college.

This county had some 80,000 persons

of voting age (twenty-one years and over) and of this number about ten per cent were foreign born. The adult population of the county included about 3,000 foreign born who had as yet not become citizens of the United States. In this county eight years of formal schooling represented the median number of school years completed by the adults over twenty-five years of age.

It is not easy to estimate the number of potential junior college part-time and evening students who are represented by such a multitude of unrealized educational ambitions, but, if the offerings were such as to meet the wide variety of educational needs of these adults, the number would certainly be considerable.

*The full discharge of our responsibilities in the field of adult education represents, then, our Third Golden Opportunity.*

#### *Fourth Golden Opportunity*

There is another area in which our adaptable, unfettered junior colleges might have been expected to take a position of leadership, but to date they have not done so.

I am referring now to the *three months of neglected opportunity* in most of our junior colleges. The *1951 Junior College Directory* collected information on summer school enrollments for the first time. It was surprising, to me at least, to learn that only 30,000 students (in round figures) were enrolled in summer schools operated by junior colleges in this country in the summer of 1950.

And California, Texas, and the District of Columbia accounted for approximately half of this number

(15,000). That doesn't leave many for the rest of the states—an average of about 300 summer school students per state.

I would think that a community-type junior college would be one in which there was a recognition that there are twelve months in a year and that in three of those months—months not now used—there are potential learning experiences of great value not possible during the other months. Surely, we have an obligation around the calendar.

This does not mean that young people should attend formal classes for twelve months of the year nor does it mean that any given teacher should have a service obligation extending over a twelve-month period. It does mean, however, that these neglected months provide opportunities (golden opportunities) for certain types of supervised work experience, for outdoor educational enterprises, for all that is connoted by "camping in education," and for many types of recreational activities as well as for the more formal programs for those who desire them.

#### *Fifth Golden Opportunity*

Our Fifth Golden Opportunity is to make the junior college a *bulwark against youthful delinquency*.

The figures for a recent year show that persons under twenty-one years of age account for 13 per cent of the murders, 28 per cent of the robbers, 42 per cent of the burglars, 30 per cent of the thieves, 51 per cent of the car thieves, and 24 per cent of the rapists. In an-

other recent year the delinquents under twenty-one years of age increased ten times as much as the general population. It is hard to escape the conclusion that *crime has become a young man's profession in this country*.

Now, of course, neither schools in general nor junior colleges in particular have the sole responsibility here. This is a responsibility of society, and there are many approaches to the alleviation of this distressing problem. The family, the church, the law, youth organizations, welfare agencies, enforcement agencies, community councils, and the like—all must participate. *The fact remains, however, that the school is the preventative agency par excellence.*

#### *Sixth Golden Opportunity*

The sixth Golden Opportunity to which I want to allude briefly is that of a *more complete utilization of the facilities and resources of a community as a part of the Learning Laboratory of the junior college*.

For a long time now junior colleges have recognized that the resources within a community represent a highly useful laboratory for educational experiences and many schools make much use of them. In fact these community laboratory facilities are such that we could not duplicate them in our schools if our budgets were tripled or quadrupled (and I haven't heard anybody suggest that). There are some things money can't buy. To secure the more complete exploita-

tion of these facilities for school purposes will probably involve three things:

1. More deliberate planning by teachers and administrators for their use.
2. Help and cooperation of those who have charge of these facilities and resources, including the enlistment of these same persons in some of the instructional phases of the school's program.
3. Planning of teacher's schedules to permit and encourage them to devise ways and means of contacting and using such community resources.

Hard to do? Sure! But most Golden Opportunities have this "hard to do" characteristic.

We need these community facilities if we would make all youth occupationally competent, and occupational competence has always been a necessity for survival!

The most unskilled, incompetent, and unlearned savage never had a chance!

- He couldn't find enough barriers to sustain his body.
- He couldn't find sharp enough stones for weapons.
- He couldn't find high enough trees to get out of danger.
- He couldn't find bearskins thick enough to keep him warm.

Yes, we need these community laboratories as we endeavor to make every youth occupationally competent.

#### *Seventh Golden Opportunity*

This is the most important one of all. It is the gravest problem I know anything about. It is the opportunity the junior college has to develop a *true understanding of this nation's role in world affairs*.

What is the role of a citizen of this nation in a shrinking world? Here is a task, my fellow educators,

which will test your ingenuity and all of your creative genius. Can we not somehow inculcate in the thinking of youth that during the next fifty years no man (or woman) may count himself a success, regardless of material gain or regardless of social and political influence, who has not made some conscious and deliberate attempt to achieve the kind of world in which there can be no more war?

And can we not fashion learning experiences which will enable youth to know and understand of what such attempts might consist?

This task is imminent! It is upon us! It cannot, it will not, wait! *Here is not only a Golden Opportunity! It is a fearful obligation.*

And now finally, as we attempt to grasp these opportunities and others like them which either I have no time to discuss or lack the ability to discern—as we try to discharge the obligations inherent in such opportunities, many of us will be confronted again and again with what we consider to be lack of facilities and equipment for getting the job done. We may say to ourselves: "If I only had the books and visual aids for that course," "If I only had teachers who were equipped to offer this particular terminal program," or "I wish my Dean, President, or Superintendent could only appreciate the importance of what I am trying to do for my students in this new course in which I am so interested."

Making the most of a Golden Opportunity, in many cases, con-

sists of proceeding to do the job in spite of the barriers. It consists of going ahead even though facilities, equipment, and personnel are not ideal—nor even adequate.

I can best illustrate what I am trying to convey here by reminding you of the words of Winston Churchill, England's great wartime leader, in one of his never-to-be-forgotten radio addresses during one of Britain's darkest hours; this was on June 4, 1940, right after the evacuation from Dunkirk. A period of heartbreak—a cause apparently lost—a country without much equipment to meet the challenge. In the midst of this depressing state of affairs Mr. Churchill's broadcast exhibited courage and determined leadership—and, perhaps even more important, a saving sense of humor as well, which we will do well to emulate.

The Dean of Canterbury, the Very Reverend Hewlett Johnson, was beside Mr. Churchill as he made his famous Broadcast after Dunkirk.

Churchill came to that part of his speech where, warming to his task, he was saying:

We will never surrender! We shall fight on the beaches; we shall fight on the landing grounds; we shall fight in the fields and in the streets—

And then, according to the Dean of Canterbury, Mr. Churchill placed his hand over the microphone, and in an aside, said to the Dean with a smile:

And we will hit them over the heads with beer bottles, which is all we have really got!

Our Opportunities will be Golden if we manifest some of this gritty impertinence and undaunted determination, and mix it with such radiant humor on those occasions when we feel discouraged over our lack of facilities and equipment. These will come in time, if we continue to try, just as they did in England.

Of course we should strive for adequate supplies and facilities, but we dare not wait until all of the conditions conducive to a successful embracing of our Golden Opportunities are present. If we do, such a time may never come. Some of the most thrilling accomplishments have taken place in junior colleges, communities, and states in which were present relatively few of the conditions we covet when "moving in on an opportunity."

Edward Rowland Sill has a little poem concerning shining accomplishment in the face of heartbreakingly difficult conditions and inadequate equipment.

#### OPPORTUNITY\*

This I beheld, or dreamed it in a dream:—  
There spread a cloud of dust along a plain;  
And underneath the cloud, or in it, raged  
A furious battle, and men yelled, and swords  
Shocked upon swords and shields. A prince's banner  
Wavered, then staggered backward, hemmed by foes.  
A craven hung along the battle's edge,  
And thought, "Had I a sword of keener steel—

\*Reprinted through the courtesy of Houghton Mifflin Company.

That blue blade that the king's son  
bears,—but this  
Blunt thing!" he snapped and flung it  
from his hand,  
And lowering crept away and left the  
field.  
Then came the king's son, wounded,  
sore bestead,  
And weaponless, and saw the broken  
sword,  
Hilt-buried in the dry and trodden  
sand,  
And ran and snatched it, and with  
battle-shout

Lifted afresh he hewed his enemy  
down,  
And saved a great cause that heroic  
day.

The junior college in America  
stands upon the threshold of its  
manhood.

We have a great heritage; we  
intend to be worthy of it! The  
period of the next fifty years repre-  
sents *Our Magnificent Opportuni-  
ty!*

# *The Community College in a Rural Area*

ALBERT E. FRENCH

THE COMMUNITY college movement is the subject of much discussion in educational circles. This is not a new idea in education. It is a synthesis of the developments of the junior colleges, technical institutes, trade schools, and university extension services. These institutions have been providing community college services of one type or another for many years. From these roots the community college emerges as an institution designed to meet the educational needs of the community in which it exists. As such it should become the cultural center of the community and the center of adult education. The basic purpose of the community college is to improve the community through the development in its students of essential skills, attitudes, understanding, and character.

The trend of current discussions would seem to indicate that most educators visualize the community college as serving areas where there is a considerable concentration of population and industry. The Report of the New York State Temporary Commission on *The Need for a State University* states that if these institutions are located in areas containing five thousand high school population, they will be within commuting distance of ninety-three per cent of the high school graduates of the state.<sup>1</sup> What then of those areas which do

not contain five thousand high school population within a radius of twenty-five miles? In 1940, 43.5 per cent<sup>2</sup> of the population of the United States lived in rural areas or villages of less than twenty-five hundred population. It would be unfair in the extreme if these rural people were denied opportunities in higher education which are available to their city cousins. Some of these smaller communities are within the community areas of larger population centers. Others are not.

## *Technical Institutes in New York State*

An interest in the rural areas of the state of New York was indicated more than forty years ago when the New York State Agricultural and Technical Institute at Canton was established. The purposes for which this Institute was founded were to provide opportunities for agricultural and home economics education for the young people of northern New York, extension services for adults, conduct research and demonstrations in agriculture, and publish bulletins and other materials pertaining to such research. After 1937 the curriculum offerings were broadened to include courses in electrical,

<sup>1</sup>Report of the New York State Temporary Commission, *The Need for a State University*, 1948, p. 28.

<sup>2</sup>Educational Policies Commission, *Education for All American Youth*, 1944, p. 23.

mechanical, chemical, heating, and refrigeration technology and business administration.

In the decade following the establishment of the Canton Institute, five similar institutions were established in widely separated rural areas of the state. More recently five Institutes of Applied Arts and Sciences have been added in urban areas. In 1948 the eleven institutions were combined under the leadership of Dr. Lawrence L. Jarvie, then Associate Commissioner of Education. In April, 1949, they became a part of the State University of New York, still under the direction of Dr. Jarvie, who is now Executive Dean for Technical Institutes and Community Colleges in the new organization.

These eleven technical institutes are the pilot institutions for the community college movement in New York State. Located as it is in one of the most completely rural areas of the state, the Canton Institute is now expanding its program to provide community college services in the area.

#### *The Area to Be Served*

The Institute is well equipped in faculty and plant to provide community college services in the area. It has a long tradition of community service. However, in attempting to keep pace with the broadening concept of community services, many problems have been encoun-

tered which will not arise in the urban areas.

*Population:* The major problem for the community college in northern New York arises from the sparsity of population. Canton is located in the geographic center of a six-county area called the Northern Area by the State Department of Commerce in the classification of the economic areas of the state. Comprising almost one-fifth of the land area of the state, the northern area has a population of less than 350,000 scattered in eighty-one small centers, fifty of which had less than 1,000 population in 1940. Rural dwellers constitute sixty per cent of the population. St. Lawrence County, the largest county in the state with an area of 2,600 square miles, had a population in 1940 of 91,098.<sup>3</sup> The village of Canton itself has a population of only 3,500.

*Industry and Employment:* Agriculture is the largest occupational group, and 25,000 persons were employed on 20,000 farms in 1940. There are 344 manufacturing plants, mostly small, employing 22,000 workers. Paper, mining, and production of non-ferrous metals are the major industries. The Aluminum Company of America plant at Massena in St. Lawrence County is the largest concentrated industry. Retail trade employed 15,000 workers in 1940, and service industries including the relatively large but scattered resort industry employed 10,000.

*Educational Services:* The total

<sup>3</sup>Statistics taken from New York State Department of Commerce Bulletin, "New York Means Business in the Northern Area," 1944, pp. 10-15.

area has ninety high schools in which about 15,000 pupils are enrolled. There are five four-year colleges enrolling about 6,000 students and two junior colleges enrolling 700 students. Three of the four-year colleges and the Institute at Canton are located in St. Lawrence County, two in Canton, and two in Potsdam, eleven miles away.

It would seem that the area was liberally supplied with facilities for higher education. However, Philip Cowan,<sup>4</sup> Research Associate, State University of New York, found in 1941 that of 1,742 youth of college age residing within a radius of twenty-five miles of the Canton-Potsdam area with its four institutions of higher education, only 185 or 10.6 per cent were attending college. It is apparent that mere proximity to a college does not insure attendance. Some of the factors limiting college attendance cited by Cowan are the cost of education including room and board, lack of opportunities for women, limited curriculum offerings, and an unwillingness of the colleges to serve youth who rank below the highest in their high school class.

#### *Community College Services for the Northern Area*

The community college can meet the educational needs of five groups:

1. Those who wish to prepare themselves to enter the more common occupations in the community.
2. Those who wish to round out their general education before entering employment.

3. Employed adults who feel the need for further education for upgrading in their positions or for greater understanding of the society in which they live.
4. Those who wish to continue in four-year colleges and professional schools.
5. The youth and adults who need vocational and educational guidance.<sup>5</sup>

The Agricultural and Technical Institute at Canton, at present the only publicly supported junior college in the northern area, can find its greatest usefulness in serving groups one, three, and five. The needs of groups two and four can be most easily met through the other institutions of higher education in the area. These colleges may need to make some adjustments to meet the needs of the groups. The cost of education to students in private colleges can be reduced by increasing the number of state scholarships.

*Full-time residence instruction:* From a study of technical occupations in New York State<sup>6</sup> completed in 1946 and the area surveys conducted by the Institute, the following list of occupational groups and the Institute enrollment required for replacements has been compiled. Only those groups requiring an enrollment of fifty or

<sup>4</sup>Philip A. Cowan, "A Study of Factors Related to College Attendance in New York State," University of the State of New York, Bulletin 1329, 1946, p. 24.

<sup>5</sup>A Report of The President's Commission on Higher Education, *Higher Education for American Democracy* (New York: Harper & Bros., 1947), I, 67-70.

<sup>6</sup>C. Kenneth Beach and Associates, *Technical Occupations in the State of New York* (New York: The University of The State of New York, 1946), pp. 22-23.

Table I  
INSTITUTE PROGRAMS FOR TECHNICAL OCCUPATIONS  
NORTHERN AREA

Occupational Group	Estimated Annual Replacements	Enrollment Required
Agricultural Production Technology	50	100
Agricultural Service and Manufacturing Technology	50	100
Automotive Technology	25	50
Chemical Technology (Industrial and Medical)	25	50
Construction Technology	27	54
Electrical Technology	32	64
Food Service Administration, Hotel and Resort Management	30	60
General Business	44	88
Mechanical Technology	100	200
Retailing	50	100
Total	433	866

more have been selected because fifty is regarded as the minimum enrollment for efficient operation. This list of occupational groups will serve as the basis for the full-time program of residence instruction at the Canton Institute. Curriculums leading to employment in most of the listed occupations are now offered and the rest will be offered.

*Transfer to four-year colleges:* Less than one per cent of the graduates of terminal courses offered at the Institute have had the combination of interest and financial resources required for success in the four-year colleges. The transfer problem is therefore a minor one. However, students who score in the upper twenty-five per cent of their class in terminal courses will have no difficulty with college courses if given an opportunity to show what they can do. Many graduates of terminal courses have been ad-

mitted to the four-year colleges with full credit and have experienced little difficulty.

The chief argument against granting such credit in the four-year college is that Institute students do not receive instruction on the same level as the students in four-year colleges. Terminal objectives make four-year college sequences impossible. It is claimed that Institute graduates often lack prerequisites, especially mathematics, for engineering courses.

These arguments can be answered satisfactorily if there is close cooperation between the four-year colleges and the institutes. The transfer policies of the colleges must be based upon a careful appraisal of the student rather than upon a comparison of words in the respective college catalogues. The institutes and community colleges must follow a policy of recommending for credit only those graduates

whom they are sure will make good.

The Canton Institute is meeting the transfer problem in the following ways:

1. Course requirements are being stepped up until there is no question but that they meet college standards.
2. Homogeneous grouping is being used in certain subjects especially mathematics. Ten semester hours of mathematics are required in all industrial courses. The top students will require no more than one additional semester to complete the sophomore requirement in the engineering colleges.
3. Students who are sure they intend to continue their education after graduation are permitted to take selected freshman and sophomore courses at St. Lawrence University. These courses are not allowed to interfere with terminal objectives.
4. Standardized achievement tests with national norms for college students are used in mathematics and science courses.

#### *Adult and Extension Education*

The administration and faculty of the Canton Institute are planning to expand extension and adult education services to the maximum possible extent during the next two years. Technical institutes and community colleges located in urban areas can have extension courses equal in student hours to the full-time residence instruction. The community college in the rural area is handicapped by sparsity of population and lack of public transportation. Despite these handicaps, comprehensive extension programs have been planned in all departments of the Institute. Programs include day and evening short courses in most of the Institute curriculums. The agricultural department plans to provide soil test-

ing service and to cooperate in field crops research with the College of Agriculture at Cornell. The dairy facilities will be used to conduct a quality control program for northern New York milk plants and for a central laboratory for the propagation of cheese cultures. A dairy herd production analytical project is being planned. Direct extension service will be provided farmers in problems of farm management, drainage, building planning, and poultry production.

Specialists in the industrial technologies will provide consulting service for contractors and service organizations. The Institute has already sponsored an electrical contractors association with the head of the Industrial Department as secretary. Similar organizations are being set up in the heating and plumbing and refrigeration service fields. Specialists in food service administration will provide consulting services for churches, clubs, restaurants, and hotels.

Community college extension services should not be confined to improvement of occupational skills. Many adults still feel the need of more general education. It is planned to offer general courses whenever there is a demand. One community service that has been recommended is the sponsorship of a local little theatre group using Institute facilities. Speakers on selected topics will be provided to service clubs, high schools, granges, and other community groups.

Extension courses will be offered

on the Institute campus as far as possible. However, in order to overcome the handicap of distance, courses will be offered in the high schools wherever a need exists. These courses will often be included as a regular part of the adult education of the high school with the Institute providing specialized instruction service.

#### *Guidance Service*

At this time the Institute is not prepared to develop a community guidance center, although this will remain an ultimate objective. Guidance services in the form of career days for the smaller schools, exhibits, high school visits and programs, and the like are to be undertaken soon.

A testing and counseling service for the full-time students is being developed as a part of the student personnel program. This service will be extended to adults as rapidly as time and facilities permit.

#### *Transportation*

The greatest handicap to both residence and extension programs

is the distance between communities and the lack of public transportation. It is intended to meet this handicap through providing self-sustaining bus transportation. A preliminary study seems to indicate that such transportation can be provided at less cost to the student than room rental in private homes and dormitories.

It is estimated that about 300 students could be transported by bus to and from their homes in St. Lawrence County. As now, dormitories or rooms in private homes will be provided for students from outside the county and for those who prefer to reside nearer the Institute.

#### *Conclusion*

Each community college must be founded upon an understanding of the community and its needs. This is the basis upon which the New York State University Agricultural and Technical Institute at Canton plans to provide community college services for its share of the forty per cent who live in rural areas.

## *The Role of the College\**

PHILIP WELTNER

As I look back to the period in which I was growing up, I am struck first of all by how far removed we felt from the doings in our national capital. Government meant no more to us than the old federal arsenal up on the hill, the United States Post Office presided over by a one-armed veteran of the late Confederacy, and an occasional dredge operating in the Savannah River. My elders referred to the national capital as Washington City to avoid any confusion with nearby Washington, Wilkes.

The local was the important. The distant had only passing interest. We took our religion seriously. We esteemed the cultivation of the mind. We cherished self-reliance and personal honor. Human contacts were seldom impersonal but man-to-man. Life was simple. It still made sense to believe that the least government was the best government. *Laissez faire* was the order of the day.

This was also the time when the liberal arts reigned without serious challenge. Some legislatures had made provision for training in agriculture and the mechanical arts, but vocationalism had made little headway. My friends thought of college as essential to making the gentleman. The disciplines concerned with this goal were of long standing. Only around the fringes of the curriculum had any of the newer disciplines gained a foothold.

My contemporaries went off to college for an "education." This meant without question the liberal arts. I accepted Latin, Greek, and mathematics, the rudiments of biology, chemistry, and physics, German and French, literature, history and philosophy with no more reservation than I accepted the Apostles Creed. We might have wondered what we would do for a living after graduation, but a job was a consideration of collateral interest and not of major concern to our studies.

The serious student today is concerned about job preparation. This is one result of the industrial revolution with its steady pressure and demand for specialized knowledge and skills. In fact the long train of direct and indirect effects of the industrial revolution has changed the entire outlook of this generation as compared with the generation into which I was born. We are now living in a different world. Indeed, confusion is worse compounded, in that our immediate times are cast between an age that was and an age the shape of which is yet to be disclosed.

Few seem ready to take account of this situation. Like Lot's wife some are looking back, seeking out of their memories to recreate the past. Others, while clinging to the old are groping more or less blindly

\*Address delivered before the annual meeting of the Georgia Association of Junior Colleges held in Savannah on October 13.

for the new. If for no other purpose than to get off dead center let me assert that the old liberal arts curriculum is as dead as the mores of which it was an expression. I do not mean to be taken too literally, but we cannot forever be raking over dead leaves.

Socrates described his vocation in Athens as mid-wife to the soul of his disciples. You are cast in a similar role, as mid-wife for the age to be. It may turn out that upon the degree of the teacher's skill and dedication will depend the future of mankind. So let us thrust behind the things which are done with and boldly proceed with the issues ahead. In doing so I know of no safer recourse than to put to ourselves the right questions. No other approach holds better prospect for arriving at the right answers.

The first of these questions is this: What attributes must the practitioners of the educational process have in order to measure up to their ultimate responsibilities? I submit the following:

1. A world view believed in with all their hearts and minds
2. A firm comprehension of the demands which the *future* will make on their students
3. A mastery of the means which will prepare them to cope with those demands

Without a world view none of us can know, in even faintest outline, the kind of world he wants. The absence of any consensus on a world view is the root cause of the world's present afflictions. The communists have a world view. The

democracies are baffled in the attempt to define theirs. The communists advance with ringing affirmations. We of the West respond defensively, with platitudes. The words we employ are too seldom the expression of personal faith. The faith confessed is borrowed from our revolutionary ancestors, whose descendants talk of freedom but mean little more than a personal right to think, to say, and to do as each pleases. Such a right, because it is personal and sometimes anti-social, is powerless to cement individuals into a tightly knit social group. We cannot think together, feel together, nor act together if each in reality is thinking mostly of self. Without cohesion we will not survive. We desperately need a common mooring. We can find that in searching together for the common advantage of all. In a contest of brute force, the preponderance of our material might is sufficient to withstand any enemy at our gates. However, this preponderance in itself will not preserve us as a social group. In order to survive, we must make up our minds about the kind of world we mean to build, the kind of world worth working for, the kind of world even more precious than personal survival.

A world view is a matter of knowledge, of feeling, of vision, and of attitude. To have a world view involves all of personality—what the individual knows, what he believes, what he wants, and what he does. Furthermore, a world view

calls for the existence of some central position from which to take one's bearings. Otherwise, the world is seen in fragments, and hence not seen at all. For most of us God, as the fact of facts, gives meaning and unity to life. We find perspective in and through His universality. However, many of our colleagues in education regard such a commitment as untenable. Nevertheless, in view of our common task, they are as necessary to us as we are to them. A position must be found which all can share, though in creed remaining poles apart. The imminence of the bomb leaves no time for postponement on this vital point. We must unite in order to overcome our common peril.

What can we agree on? If we cannot come together on God, we can surely accept observable facts. We can agree that each human being is unique in his individuality. Yet we see that the fate of each is bound up with the destiny of mankind. The most distant events have involved us in frightful tragedy again and again. We, therefore, know that however individual we may be, we share man's common humanity. Because of the inescapable connection between every person and the social groupings of which he is a part (those who affect him and those whom he affects) we are compelled to weigh human attitudes, judgments, and actions from the standpoint both of the actor and those involved in what he does. If anyone acts to the loss

of others, he does violence to the common humanity of all. If he contributes to the common good, he complies with the humanity which we universally share. The fact is that each is one, yet one with many, a truth which offers a vantage point from which to view ourselves and our world.

All of us can see that each man has obligations which he must observe in order to insure the survival of his social group and, conversely, that the welfare of the group demands freedom for the individual to develop his best and thereby best be able to contribute to his group. So we again come round to the question: What kind of a world do we want, what kind of a world is worth working for, what kind of world is even more precious than personal survival. Manifestly we should want the kind of world best for each and at the same time best for all.

A world view is of necessity universal. It takes in everybody, regardless of race, creed, place, or condition. It means an open frontier for talent and industry; domestic policies and practices conducive to international order and goodwill; the free movement of people, goods, and ideas; equal access to essential natural resources; ways and attitudes conducive to a just distribution of the fruits of toil; a social climate favorable to free and responsible thought and expression; a body of common loyalties in virtue of which men everywhere may treat with each

other in confidence and with mutual respect. Such an outlook demands that we begin where we are with whatever comes to hand and press consistently, openly, and honestly toward these goals. Revolution there may be—revolution in personal attitudes and desires. This much of a revolution is indeed necessary, for out of the heart are the issues of life.

We practitioners of the educational process also need a firm comprehension of the demands which the coming years will make on the youth of today. The world for which we would have them aspire is not the world they will experience. But experience is the road they must travel in order to reach their aspirations. We and they can advance along that road only as we successfully cope with the problems met with along the way. Just as we would know as clearly as we can the substance of things hoped for, youth should apprehend the realities which may mock their dreams.

One of those realities is the persistent refusal of men fully to accept their fellows for what they are, even as human as themselves. We have too seldom been schooled to think, feel, and act in the light of our common humanity. Consciousness of race, color, place, and creed shuts others out while it shuts us in, stifling the universal in them and in ourselves. Any person or group made to feel inferior to another will in the end attempt to purge the stigma of inferiority by

aggression against the real or supposed oppressor. The advantaged as a matter of enlightened human behavior must discipline themselves to abjure an attitude of patronage and encourage the disadvantaged to think and feel on a level with themselves.

Another reality which will mock the dreams of youth is the problem of power. Its absence results in anarchy. Employed in the aggrandizement of those to whom it is committed, power is irresponsible and tyrannical. Power must be exercised as a trust for the welfare of those whom it may affect. It must be lodged wherever its presence is essential to action and order. This lack is painfully evident in the field of international relations. The needs of mankind have outgrown the conception of the sovereign nation-state. The coming age awaits the advent of a new orientation of the peoples of the world.

Youth will always experience the immediate and persistent problem of self, born anew with each person coming into the world. Eventually required to make his own way, what will he do for shelter, clothes, and food? Can he turn his hands to a livelihood which evokes his aptitudes, interests, and talents and thus grow through toil, or must he make a living in performing chores alien to his inner self and leave that self stunted and dwarfed? Is not the chance to express one's nature through work an essential badge of freedom?

There are other and more baffling

questions which recur again and again. Too often a person wilfully thrusts them out of mind in order to buy a peace, temporary and insecure. Who am I? Why am I here? Is this life span the beginning and end? Am I really a person in my own right with potentials of infinite worth? These other creatures, shaped in my image, are they part of me and am I part of them? How can I make myself at home in this universe? Human instinct craves oneness with other humans and oneness with nature. Whether nature be friendly or indifferent, each man is under necessity to find his place in the scheme of things and feel that he belongs. There is the need to understand one's self and those urges which well up within us, unbidden and unsought. Each must discover how to express his being in harmony with the ultimate good of himself and his kind.

The discussion to this point has concerned itself with a world view and with people, the stuff they are made of, the needs they experience, and the drives to which they respond. Yet we must recognize that teachers, because they have trained themselves as subject-matter specialists, are hard to divert from their specializations as ends sufficient unto themselves. But until they think clearly about the true subjects of instruction, namely, the persons taught, the liberal arts, despite the shifts and twists of recent innovations, will writhe their way from decline to eclipse. Teachers of the liberal arts have to sell their

stuff in a highly competitive market. Until they can make out a compelling case for their merchandise, the old stand will do less and less trade. They may sell pre-this and pre-that because of the job at the end of the trail. But the fact remains that by and large the liberal arts have no more appeal to the college mass than R. & G. corsets of fifty years ago.

The reluctance of youth to follow the ways of yore may not be a bad sign. It suggests at least a quest for reality. They want a reason for the faith which we profess. In short, education must demonstrably become functional in every aspect of and relation to daily life.

In that belief, the first step for a faculty to take is to determine precisely the areas of student need. The answer is neither subjects, textbooks, lectures, collateral readings, nor visual aids. All these can help and may be indispensable, but they are not the needs of the students. At most, they are the means whereby those needs can be met. The needs of students fall into three areas of human experience: the need for self-realization, the need for right human relations, and the need for livelihood. These three embrace them all.

The second issue for faculty members to decide is how, as teachers of subject matter, they can relate themselves and their subjects to aid students in these three areas of personal need, having in mind that each area calls for knowledge, thought, attitude, and action. If the

faculty agree that self-realization, right human relations, and livelihood are the areas in which everybody lives, moves, and has his being, and if they are resolved to relate themselves and their fields to the service of their students in respect to these areas, they will discover that each of the three involves to some extent the other two. For example, the teacher of vocation for livelihood cannot remain blind to right human relations in the pursuit of vocation nor to the fact that right human relations spring from self-realization with respect to right personal attitudes. Eventually it will be borne in on the whole faculty that they are called on to teach the whole man, be their respective specialties what they may. None of them can continue to act as if his own specialty were less important, more important, or all-important as compared with the special fields of his colleagues. The true subject, after all, is not subject matter but the person taught and his personal growth as a human being and as part of all humanity.

Nevertheless, the faculty—all of them as a group—will inevitably come to see that a particular discipline has more direct connection with one of the three areas than with either of the other two. For example, literature, the fine arts, philosophy, and religion lend themselves especially to self-realization, although these four in varying degrees lean heavily in the direction of human relations, and

each can be made into a career. History, economics, sociology, and political science immediately classify themselves as more germane to human relations but have clear implications in the areas of self-realization and livelihood. The sciences are directly related to the professional but open vistas for the understanding of self and carry heavy implications for human relations. These multiple bearings highlight the call upon the whole faculty to forswear departmentalized thinking and assume joint sponsorship for developing the whole student for the exigencies of all three areas which constitute his present and future life.

But some organization of faculty is unavoidable, and in principle it should correspond with the functions to be discharged. Although the whole student and the whole faculty, in this view of the educational process, have a common responsibility for a common objective, the teachers, for purposes of developing and administering a curriculum, should group themselves under divisions corresponding to the three areas of human needs; those concerned with self-realization, in one group; those with right human relations, in a second group, and those concerned with livelihood, in a division of vocations. With whatever division any may be grouped, all must hold to an iron determination to subordinate subject-matter preoccupations to the overall job in hand. The fear that this approach means

death to scholarship is absurd. Instead of less, there will be more, inasmuch as learning will find new and powerful motivations in the vital purposes animating the curriculum as a whole.

To be sure, any faculty confronted with this tall array of questions will be tempted to shrug off the whole business. Difficulties will arise by design or fate. Objections are always easier to raise than overcome. The fundamental test is whether the stake is worth the effort.

What has been said applies to all levels of education, from kindergarten through the undergraduate degree. Nowhere along the line is there the slightest intent to suggest a different philosophy of education. The means will vary with the stage of understanding of a particular student group. The goals remain constant. Distinctions, drawn because of some students advancing only through secondary schooling while others prepare for college, or between students during the first two years of college and those in the last two, are altogether invalid. Each level calls for the best in terms of identical needs. The difference is in level of experience and comprehension and this difference in level justifies and occasions a difference in the means to be employed.

Something should be said about the teacher's attitude toward his students. Let us suppose that the instructor accepts as his personal frame of reference that though he

is one, yet he is one with many. This will call upon him to identify his interests with the interests of his students. He would, therefore, feel committed to their personal growth. In that view of his calling, he could not assume an attitude of take it or leave it. He could not by word or act portray the role of authoritarian. On the other hand, he will share with his students, and encourage his students to share with each other, in developing, testing, and experimenting with the concepts encountered in his work. The great teacher stimulates and inspires. If attitude is the end of education, the attitude of the teacher is its beginning.

I will now attempt to tie together the scattered impressions of this paper by two illustrations, which may indicate a possible approach through the educational process toward the goals I have tried to present. The first is taken from the matter and manner of a college course conceived as applicable to self-realization. The object of the course is to find concrete meaning for the social law that each is one, yet one with many. Since this law is the beginning of and basic to a realistic world view, the course is introduced early in the college curriculum. Not the slightest dogmatism is intended in the choice of instructional materials. In fact, materials of most diverse character might prove equally or more effective. Dogmatics extend only

to the existence of the need for self-realization, and, in order to achieve it, the student should begin to understand himself in relation to his fellowmen.

The faculty group working on the problem had to find materials which lent themselves without distortion to the use intended. They at last hit on the seventh and eighth centuries B.C., years of crisis for the tiny kingdoms of Israel and Judah. As the course begins, students reach back to even earlier times in order to catch the pre-conditioning of the Hebrews, to grasp their place in the ancient Near East, the contemporary shifts of power affecting their lives, the winds of opinion which swept their society, and the personal and social frames of reference of the Hebrew people. Thus, the student is brought abreast of the crowds milling about the temple and market place, has access to the minds of simple soldiers, peasant farmers, and town servants, and is no less familiar with the minds of princes, courtiers, and prelates. These are the people who heard Amos and Isaiah and saw them face to face. The object is to let the prophets speak for themselves but to let them be heard even as they were heard by the men and women of their day. What did they say? What was their own meaning? Upon what assumption did they proceed? How may their experience be transferred from age to age without violence to the text or context of their mes-

sage? Stripped to the bed-rock of our essential humanity, they testify that right-mindedness, which these men insisted upon, was in personal human relations. They knew that what the individual did in his private affairs was in the end crucial to the destiny of his people. They knew that although each was one; yet each contributed directly to his people's fate.

The setting of this course has its further increments. Its horizons stretch from Ur of the Chaldees to Egyptian Memphis, from the sixth century, B.C., to millenia before, and embrace in sweep man's first glimpse of conscience, the first discerning of a moral imperative within our human frame, the first inkling of human freedom, the inexorable bounds fixed for personal freedom by man's essential nature, and the dawn of a rational connection between the individual and his social group. Will this be completely understood by freshmen? Frankly, no. But the grand themes are outlined to which other courses recur again and again to give emphasis and fresh connotations to ideas first dimly seen and dimly felt. Meanwhile, the student has consorted with greatness. He has seen it with his eyes and heard it with his ears. The vision will endure.

The illustration just given is confined to a single, beginning course in a division of studies concerned with self-realization. My second illustration takes in a group

of social science courses which, as usually administered, are so pre-occupied with the institutional that they are well nigh stripped of meaning for the individual, and so are impotent of anything approaching the impact they were intended to make. The social studies are robbed of dynamic power, unless with knowledge and understanding they create in students a sense of deep personal concern and responsibility for the future of the social order. I bring this illustration forward because it discloses an effort to impart to history, economics, sociology, and political science dynamic social and personal significance.

The teachers are concerned with the kind of world worth working for and the obstacles athwart its realization. For that reason their freshmen are first exposed to the Middle Ages in which a world view is clearly discernible, a time in which may also be found the roots of our present political, social, and economic institutions. The world view referred to is the concept of Christendom. That view is seen gradually to dissolve under the corrosive influence of these institutions in alliance with upsurgent individualism and its attendant spirit of free inquiry. Spade work is next done on the economic life of our own day under the American system of relatively free capitalism, the British system of partial socialism, and the Russian system of state monopoly. These are treated as phases of an effort to

achieve a new synthesis to replace the synthesis lost through individualism. This struggle for a new synthesis may be observed in contemporary movements centering their effort on the capture of government and on making it into an instrument for their respective philosophies. Juniors, therefore, study government, its forms, powers, and management in order to arrive at some fundamental ideas relating to a right balance between personal initiative and freedom, and the needs of order, public welfare, and defense. Full weight is given the possibility that the demands for defense may become so over-arching that government, instead of fostering personal initiative, freedom, and responsibility, may in the end subordinate all of life to mere survival. Students, therefore, proceed to the international field to consider the cause of tensions, the effect of the existing power vacuum, and the conditions essential for justice, accord, and collaboration. This program will someday culminate in a review of the conditions required for human stability and progress and especially the dependence of human stability and progress on the motivations, attitudes, desires, and acts of individuals in the framework of their personal contacts. Each must learn to rebuild the world at his door before he can hope to rebuild the world beyond his horizons.

Illustrations sometimes assume a significance independent of the

matter illustrated. The two given, let me remind you, relate to self-realization and human relations. But the institution from which these illustrations are taken places equal emphasis on the third area of student need, namely, vocation. The fact is, each man realizes himself in great part through his human contacts in his mode and manner of livelihood. It should also be said that these illustrations are not represented as *the* way but only as *a* way toward the fulfillment of the role of education. At most, they illuminate basic principles

which are believed worthy of acceptance.

Our plea is for the reorientation of teaching so that students and their needs may become central to the educational process. We must think more and more of the world in which they will come to exercise an influence and fix our minds on goals which they can see as vital to themselves and the future of their world. Our immediate business is with youth. But there is a world to rebuild. The training of those who are to become its master builders is the present role of education.

## *The Teacher and a Community Service Program*

HOLLIS A. MOORE, JR.

THE primary purpose of this article is to examine the individual teacher in the modern school-community context. Early in any consideration of a community service program for a school system or junior college come several questions relating to the teaching faculty: "Do we have enough teachers?" "Do we have on our staff the competencies needed for this undertaking?" "Are our teachers accepted by the community?" "Can we give the necessary teacher guidance?" An examination, then, of the individual teacher in the modern school-community context is needed.

There is emerging in educational literature a trace of fear that theorists and ambitious school administrators have combined forces and raced on ahead in their dreams of community schools without considering the real plight of those who alone can bring such plans to fruition—the classroom teacher. An examination of this problem reveals several aspects which should be made the subject of continued investigation and action.

Briefly stated, the situation is this: A school or college begins to assume—as a result of whatever policy formation process exists in each situation—obligations of an increased service program to the community. On the one hand, it

may be a number of non-related services to the community; on the other, the more thorough exponents move toward a rather complete "community school" such as Holtville, Ascension Parish, New Hope, or Wheeler Springs with their emphasis on projects geared toward improvement of the living standards of the local community.<sup>1</sup> So far as the teacher problem is concerned, the difference is largely one of degree. In any case, there usually exists a faculty with a fairly large number of teachers having had several years of teaching experience. Much of the teachers' education took place before the day of general acceptance of the community service philosophy. A problem of in-service education, then, looms quite important.

The second major aspect of the problem of teacher competence for community service regards administrative arrangements and policies. A junior college which is fully utilizing its personnel resources must arrange for added personnel if added obligations are assumed. This does not preclude a reexamination of some of the things the school is doing with a view toward greater efficiency of effort, but administrative policies

<sup>1</sup>W. K. McCharen, *Improving the Quality of Living* (Nashville: George Peabody College for Teachers, 1948), pp. 11-64.

for allowing adequate personnel must surely be made. The well-known yearbook, *The Expanding Role of Education*, makes the following recommendations:

Whenever expansion in education has occurred, it has been necessary to secure increased personnel to carry on. From time to time, new teachers, additional administrative and supervisory officials, and added specialized personnel have been required. For the expanded school program of the future, too, it will be necessary to find additional personnel to do the job. The measure of success will depend to a considerable degree upon the quantity and quality of the personnel obtained to accomplish the work.<sup>2</sup>

The problem of administrative action for adequate personnel is a very real one for teachers. Administrators who do not consider items such as adequate administrative services, sympathetic supervision, and protection against exploitation of time will not see their plans for community service materialize. Olsen<sup>3</sup> has called attention to the needs for administrative planning in at least four major areas: (1) class scheduling, (2) transportation facilities, (3) extra expenses, and (4) legal liability. Olsen lists these problems as being pertinent to the phase of the program which utilizes the community as a source of pupil learning experiences.

<sup>2</sup>*The Expanding Role of Education*, American Association of School Administrators Yearbook, 1948, p. 223.

<sup>3</sup>E. G. Olsen, *School and Community* (New York: Prentice-Hall, Inc., 1945), chap. xv.

<sup>4</sup>W. Lloyd Warner, Robert J. Havinghurst, Martin B. Loeb, *Who Shall Be Educated?* (New York: Harper & Bros., 1944), chap. viii.

The third aspect regarding teacher participation in community service programs is one which has been described in other connections for some time in educational literature. Its relation to the probability of success of a community service program, however, has not received wide attention. The factor referred to is that of the teacher status in the community. Certainly if the program calls for contact with lay citizens it also calls for some degree of acceptance of teachers by the people of the community. What the community thinks of teachers, then, is of prime importance.

No sweeping classification of teachers could be an accurate description of each teacher, but certain characteristics are usually held by teachers which permit some generalizations of them as a group.

Teachers have been described as being usually in the middle-class, with many of them mobile from lower-class status.<sup>4</sup> The parents of teachers are usually farmers and small businessmen. Over half of the teachers are either Baptist or Methodist. The most significant aspect of status as related to community service is the social participation of teachers. The usual pattern is for such participation to be within the teaching profession. Teachers often rationalize this situation by pointing to the many school demands on the "free" time of teachers. They protest that they have not time for contact with broad community

groups. There may be hidden reasons for this attitude, however.

An inquiry concerning the role of the teacher in a community shows the following pertinent facts based on a sample of 9,122 teachers distributed over the country.<sup>5</sup> Teachers are usually of small town birth and backgrounds. They tend to live and teach in communities of much the same size as those in which they were born and reared. Teachers in small places move from town to town but usually in the same sub-region. Desirability for employment, as rated by school board members and lay persons, shows the most desirable trait as "known Protestant." It is significant that twenty-five per cent of the teachers made frequent references in the study to pressures placed on them to participate in community clubs, causes, and activities.

In the same study a table is given showing approval or disapproval of away-from-school teacher behavior as rated by school board members, students, and teachers themselves. Conclusions showed a great variation in the reactions of the three groups. From 40 to 50 per cent of the teachers accept these controls, 8 to 13 per cent rebel against them, 3 to 5 per cent evade them, and 14 to 26 per cent think that one must educate the community to greater tolerance of teacher behavior.

Since status and conduct control, as viewed by the community, may have a great impact on the effec-

tiveness with which teachers can work with lay citizens, other studies on this subject are important. Beale's book, written in 1936, has a chapter devoted to community expectations of teacher conduct.<sup>6</sup> He reports that in many communities teachers are virtually prohibited from card playing and dancing. Only recently have teachers in some states, such as Kansas, been granted certificates if it was known they used tobacco in any form. There are still many places where married or divorced women are not employed. One teacher has written, "How I conduct my classes seems to be of no great interest to the school authorities, but what I do when school is not in session concerns them tremendously."

While Beale's study is out-of-date in many of his examples, he does have a concluding statement which seems to have pertinence today:

Not until they are allowed to lead normal lives, determine their own rules of conduct, and play a respected and self-respecting part in community life will individuals who love freedom and have ideas and abilities stay in the teaching profession. If they would grant this freedom, communities would soon learn that their teachers had much to contribute, and teachers, through the new opportunities, would develop into the interesting people that their training should make them.<sup>7</sup>

<sup>5</sup>Lloyd Cook and Florence Greenhoe, "Community Contacts of 9122 Teachers," *Social Forces*, October, 1940, pp. 63-75.

<sup>6</sup>Howard K. Beale, *Are American Teachers Free?* (New York: Charles Scribner's Sons, 1936), chap. xiii.

<sup>7</sup>*Ibid.* 406.

Cook's *Community Backgrounds of Education* pays considerable attention to the place of the teacher in developing a community-oriented program of education.<sup>8</sup> He deplores the loss of teachers' idealism because of reaction against unreasonable community restrictions. Restrictions are uniquely heavy on teachers from the following five groups, according to Cook: certain ethnic groups, married women, nonresidents, members of minority political parties, and persons in ill health. Teachers usually adopt one of three adjustment patterns to the community conduct codes. Some may become conformists — either because of acceptance to local beliefs and practices or because of disillusionment and a feeling of futility. Other teachers may become rebels, while the third group is made up of opportunists, rebels at heart but conformists in external behavior. The realists of this last group are those who accept the premise that increased teacher freedom comes with increased education in and of the community.

There are at least three explanations in the educational literature of the factors behind the position of the teacher in the community. An analysis of these and other explanations should be made by any school system before positive steps are taken to remedy the situation.

<sup>8</sup>Lloyd A. Cook, *Community Backgrounds of Education* (New York: McGraw-Hill Book Co., Inc., 1938), chap. xvii.

<sup>9</sup>Olsen, *op. cit.*, p. 396.

<sup>10</sup>Cook, *op. cit.*, pp. 308-310.

The first of these is the "social class mobility" thesis of Warner and others. This group describes teachers as being products of the mores and attitudes of the social class from which they come and the class toward which they move. They are, then, subject to the same behavior patterns of strict moral conformity found in any group which is insecure or "climbing." Behavior of teachers, from this point of view, is not very different from that of any other mobile middle class group.

Olsen<sup>9</sup> and Cook<sup>10</sup> explain the condition as one arising out of the "stranger" role played by teachers in a community. Cook explains it in this way: Conduct codes for teachers find their basic interpretation in the sociology of the stranger. The teacher is a potential, if not habitual, wanderer. As such he is restless and mobile; not being reared in local traditions, he can view them objectively. Isolated from people about him, he still shares to some extent in their life. Cook gives two reasons why communities are concerned about teacher behavior. First, coming as he usually does from outside the local community, the teacher is the bearer of new ideas and new action patterns. Second, he touches the local area at its most sensitive spot, its children. Since local culture patterns can survive only through the children, it is to be expected of the teacher that he accept these local culture patterns as well as pass them on to pupils.

Olsen mentions that the teacher is physically in the community but psychologically outside the community. The teacher's fundamental interests and concerns are frequently elsewhere. Olsen maintains that teachers who cherish academic interests which are largely remote from the life and needs of the contemporary community and who fail to participate in the endeavors of lay groups are adding to their acceptance problems. His solution for the problem may be somewhat inept: "Let that teacher earnestly and constantly observe the principles of educational leadership and it is safe to predict that his status of community 'stranger' will change to that of community 'friend'."<sup>11</sup>

A third interesting explanation is given by Dr. Crambs, of Stanford University<sup>12</sup> whose hypothesis is that the ineffectiveness of teachers is due to behavior typical of any recognized minority group. Teaching has a lower status, according to Crambs, than any of the other professions. He mentions several typical behavior patterns associated with minority groups: teachers are often guilty of belittling educational work and ideas, even in their own school system. By so doing they seem to show the community that they are not "real" teachers (i.e., of low status) but are simply captives of the profession. The second pattern is the extreme sensitivity to public appraisal. Lacking effective, organized professional direc-

tion, teachers have a confusion of aims. Because of the very nature of the teaching process, public acclaim to teachers for success is possible only to a limited degree. Frustration usually comes as a result of partial success. The "gold-fish bowl existence" decried by a large number of teachers is more the result of a feeling of being watched than of actual interference. Two elements which give credence to the idea that teacher behavior in the community comes from feelings of minority group membership are the low status in a hierarchy where high status is desired and conspicuousness above that of the average person.

An analysis of typical community attitudes would probably show reasons beyond these three hypotheses for the community expectations of teachers. Community citizens desire high moral and ethical principles for their children, and they expect teachers to convey such principles. Either consciously or unconsciously those same lay persons may be rejecting their own vital role in moral behavior through the initiative identification of children and youth.

All of the blame is not on the side of the community. There is some merit in the Olsen analysis, presented above, that teachers have been inclined to view the school as being on an island separa-

<sup>11</sup>Olsen, *loc. cit.*

<sup>12</sup>Jean D. Crambs, "Teachers As a Minority Group," *Journal of Educational Sociology*, February, 1949, pp. 400-405.

ted from the community mainland. That moat separating school and community needs more than a bridge: it should be drained and filled in. Another statement of the same principle is given by Anderson.<sup>13</sup> He concludes that teachers often assume a professional status but less often assume the responsibilities or privileges of professional people. Teachers themselves must strive to become more than mere technicians; the benefits of professionalization are accompanied by responsibilities.

The next major purpose of this article is to examine the community contacts of teachers to get a view of the actual extent to which they now participate in community affairs. In projecting any kind of community program, a local survey of the extent of teacher-community contacts should be made. Stout summarizes that the greatest service which the teacher can render to the community is that which contributes to making the best possible school. This means neither that the teacher's only place is in the classroom nor that he becomes a jack-of-all-trades for anything and everything that undertakes to uplift the community.<sup>14</sup>

Stout gives six general principles for defining more clearly what the

<sup>13</sup>G. Lester Anderson, "Popular and Professional Misconceptions Concerning the Teaching Profession," *Educational Forum*, November, 1948, pp. 51-62.

<sup>14</sup>Dorman Stout, *Teacher and Community* (New York: World Book Co., 1941), chap. ii.

<sup>15</sup>*Ibid.*, pp. 27-32.

<sup>16</sup>Olsen, *op. cit.*, pp. 394-395.

proper teacher-community relationships should be:

1. The teacher's chief duty is to teach the children of school age in the community.
2. The teacher should strive to establish mutual understanding and co-operation between the home and the school.
3. The school must relate the program of instruction to the needs of society in general and of the community in particular.
4. The teacher can make the school a center of community life.
5. The teacher can coordinate the work of the school with outside educational agencies in activities that supplement and enrich the school experience of the children.
6. The teacher as a citizen must participate constructively in the total life of the community.<sup>15</sup>

Olsen urges that teachers try systematically to equip themselves with experiences which will inspire them to further community contacts. He lists ten items as essential for educational leadership in the community school framework: Study the school and the community, make a wide variety of social contacts, share common interests with a wide circle of friends, become acquainted with community agencies and their leaders, know the state and regional resources, attend public meetings in the community, participate with others in studying community needs and attacking community problems, become well versed in techniques of scientific thinking, make a careful study of the age group one is teaching, and become a legal resident of the community.<sup>16</sup>

A point of view expressed twenty years ago states that "it is the teacher's business to please the community."<sup>17</sup> The same author states that the traits of breadth of interest, dependableness, good judgment, open-mindedness, and refinement are traits which, if cultivated, will improve teacher relations with the community. Current thought appears to stress the "equivalent citizen" role of the teacher rather than the "servant of the community" which is found in the Davis book.

The Cook and Greenhoe study showed the modal number of community groups to which teachers asserted they belonged was five.<sup>18</sup> About four-fifths attended meetings and paid dues to these groups. Less than half, however, had been officers. Greatest participation was in religious organizations. Of ten types of activities, the four types most frequently mentioned (following religious activities) were professional, relief and welfare, leisure pursuits, and civic associations. A conclusion of the study was that the greatest drains on teacher energy and money are church and professional activities. It was also shown that men teachers are more active as leaders than women teachers.

Teachers are expected by most communities to be "joiners." There are many cases on record of teachers being asked in initial (job application) interviews if they would teach a Sunday School class and help with a benefit show or two

which were standard in the community.<sup>19</sup> The current wave of enthusiasm for "school public relations" is bringing a new job to the teacher. In all public relations texts it is pointed out that the teacher is a valuable medium for carrying information to the public. In discussing the teacher's contacts in a public relations program it is suggested that many teachers are dubbed as failures because they do not know how to participate in community life; in fact, this is one of the largest causes of failure.<sup>20</sup> Many fail because they do not participate at all; others fail because they over-participate; and still others fail because certain phases of their participation are offensive to the community or a portion of it.

Opinion can be found in educational literature claiming that teacher participation should be largely limited to formal instruction, or, at the other extreme, should be geared to the "front line" of social reform. The usual position is somewhat between those two extremes and appears to be moving in the direction of the latter. This question is tied in with the whole concept of the role of the school in social planning. One author has stated that teachers have a moral compulsion to

<sup>17</sup>S. E. Davis, *The Teacher's Relations* (New York: The Macmillan Co., 1930), chap. iii.

<sup>18</sup>Cook and Greenhoe, *loc. cit.*

<sup>19</sup>Cook, *op. cit.*, pp. 296-300.

<sup>20</sup>Ward G. Reeder, *A First Course in Education* (New York: The Macmillan Co., 1943), pp. 565-567.

lead social progress.<sup>21</sup> Teachers should build in each community a strong and vital cell of a functional democracy. This is not strictly in keeping with a point of view which says the teacher's duty is to teach and to convey to pupils the community's social conceptions.

There is another viewpoint which would keep teachers somewhat apart from the community in order to play a necessary role in society. "There is a sense in which the faculty should remain apart from community life. Someone must preserve objectivity and weight merits . . . the faculty of the college may well serve as the balancing force to supply impartial judgment."<sup>22</sup> Faculty responsibility in a community college begins in the classroom but does not end there. There is a further responsibility not to community life, but *in* community life. Schaugency contends that the junior college will survive as a community institution only if it is "generous in a moral sense."

Another writer in the junior college field states that community college teachers must be able to communicate effectively with adults if a service program for

<sup>21</sup>Louis Kaplan, "New Horizons in Teacher-Community Relationships," *Journal of Educational Sociology*, March, 1948, pp. 417-427.

<sup>22</sup>H. W. Schaugency, "Faculty Responsibility to Community Life," *Junior College Journal*, April, 1947, pp. 234-239.

<sup>23</sup>William R. Wood, "Professional Personnel for Community Colleges," *Junior College Journal*, May, 1950, pp. 513-522.

<sup>24</sup>Leo M. Chamberlain and L. W. Kindred, *The Teacher and School Organization* (New York: Prentice-Hall, Inc., 1949), pp. 557-560.

the community is to succeed.<sup>23</sup> The faculty must sometimes carry on special training in this regard. Further in-service growth is needed to familiarize teachers with community organizations and their functions, the customs, traditions, and mores of the citizens with whom they are to work.

It should be pointed out that much of the actual work by teachers in community service programs must be carried on through the pupils, who, under teacher guidance, are able to make improvements in the life of the community. Such projects afford excellent opportunities for working with community agencies.<sup>24</sup>

By way of review, this article was intended to describe the role of the teacher in a community service program. With a firm belief that any appreciable degree of success of such a program is dependent on the level of participation and cooperation of the teaching staff, it has been pointed out that several factors influence the role of the teacher in such a program—amount of pre-service education in community service, extent of administrative assistance, and status in the community. Consideration of these factors is essential in planning a program of community service. Some attention has been given to the areas of community life in which teachers do and should serve. On the basis of this evidence, several conclusions and recommendations are presented.

First, there should be careful consideration at the time of teacher selection and appointment of the demands of the local school or college for community service.

A mutual understanding by personnel director and candidate regarding philosophy of community service is necessary. A community should accept responsibility with the school for developing the philosophy and for setting up the areas of school concern in community life. It has been proposed that a survey technique can be used in this connection.<sup>25</sup> Only the emotionally stable should be appointed to positions on the faculty, and any candidate obviously in complete contradiction of community customs and mores should not be elected.

The second broad conclusion is that much can be done in the field of administrative arrangement toward helping the teacher find his place in community service. Time allotments, teaching load, and vigilance against exploitation of teachers by demands of the community are all worthy of careful attention by the school or college administrator. Such provisions are helpful for efficiency of rendering service as well as for high morale.

Some type of in-service education in the principles and techniques of community service is obviously necessary. Even when pre-service professional offerings become adequate, in-service education must continue, for many of the principles of community service re-

quire local modification. A comprehensive list of skills and knowledges required at the local level is given by Alexander and Saylor.<sup>26</sup>

An in-service program should not be launched without adequate information about the status of individual faculty personnel as well as the whole teaching profession in the eyes of the local community. The basic elements of status and community expectations should be understood by the leadership of the school or college. Further information should be gathered about the current degree and kind of participation in community affairs by teachers of the local school. This includes latent as well as active interests and talents and should certainly include facts about membership in organized groups. More difficult to obtain, but highly valuable, is information about the informal associations of the faculty.

From this article, it is concluded that a community service program can be successful only if the educational institution recognizes an obligation to work continuously for a relaxation of the community controls over personal behavior of teachers. Not until this is done can teaching assume the status of a recognized profession in American society. It will not be done

<sup>25</sup>Howard T. Herber, "How a Community Can Study Its Teachers," *Nation's Schools*, December, 1948, pp. 45-46.

<sup>26</sup>William M. Alexander and J. Galen Saylor, *Secondary Education* (New York: Reinhart and Co., 1950), pp. 496-497.

entirely—indeed, very little—by frontal attack and denunciation of current attitudes on the matter. Neither will it be done by the naive assumption that teachers can move immediately with all community groups, and through such intermingling the established barriers will fall. The desired course is between these two extremes, with definite leaning toward the latter approach. Some serious consideration should be given to the word "needlessly" in the National Education Association Code of Ethics which reads: "The teacher's personal conduct should not needlessly offend the accepted pattern of behavior of the community he

<sup>27</sup>H. M. Lafferty, "Social Status of the Teacher," *Educational Administration and Supervision*, December, 1941, p. 641.

<sup>28</sup>M. L. Story, "The Teacher's Personal Freedom," *Nation's Schools*, March, 1950, pp. 69-70.

serves." It is deplorable that the Lafferty study in 1941<sup>27</sup> and the Story study in 1950<sup>28</sup> both found a minority of the teachers who expected freedom equivalent to that accorded the average citizen.

Finally, one must conclude that the ultimate solution of social problems rests with an alliance of purposes between educational forces and communities which make up the American social order. The ultimate direction of society will depend in large part on the classroom teachers who, engaged in programs of service to communities, improve the quality of living for the citizens in local communities. Movement toward a broader plan of service and movement toward acceptance of teaching as a true profession must and should go forward together.

## *From the Executive Secretary's Desk*

JESSE P. BOGUE

WE HAD the pleasure of confering with Dr. Reynolds, Editor of the *Journal*, at St. Petersburg, Florida, on December 3, 1951, and learned that the January issue would be devoted to the philosophy of the junior college. We had the additional pleasure of hearing President Weltner of Oglethorpe University at the Georgia State Junior College meeting in Savannah last October and made mention of his splendid address in the November issue of the *Washington Newsletter*. That address is now published in this issue of the *Journal* for your consideration. Again, we listened to Dr. Roosevelt Basler at Joliet, Illinois, at the fiftieth anniversary of Joliet Junior College. His address is also published in this issue of the *Journal*.

Naturally, the living word always loses something of its fire and inspiration when it is reduced to writing. These two addresses, however, are worthy of publication. The Editor is to be commended for putting them into permanent form for careful consideration and study. We are glad that the words of the authors may now become available to all readers of the *Junior College Journal*.

Moreover, this writer wishes to say that unless junior college people, that is, administrators, teachers, and students and boards of control and even supporting constituents and communities lay hold

of the basic concepts of junior college education, the institutions in which they work are bound to lag or miss the goals. It would seem perfectly clear that we ought to know what we aim to do and how it is to be done. We have observed in several junior colleges that teachers had very limited knowledge of the aims and objectives of the movement. From our contacts with a good many boards of trustees, we have found that they knew less than the teachers. It seems to us, therefore, that every reasonable effort should be made to bring about better understanding of the movement especially among those who are engaged in it. We believe the time has come when every junior college should find ways and means to put information about the movement in the hands of those who should be deeply interested because of their positions of control and instruction. It is our conviction that junior colleges should include in their budgets enough money to place the *Journal* in the hands of all trustees and teachers. These schools should also cooperate on a state-wide basis in states where a number of junior colleges are located to send the *Journal* to every high school library. Such action, we believe, would be one of the best for the promotion of junior colleges because very few high schools are now receiving the *Journal*. Placed in the high schools nine times every

year, and year after year, we are certain that much good would be accomplished.

It is a fact that in many states with scores of high schools and several colleges and universities not a single *Journal* is reaching them. We have received many appeals for short pamphlets on junior college education which might be sent to high schools and to colleges and universities. It is often assumed by those who make requests that a clear understanding can be given in a few short paragraphs. These writers should sit with us at the *Desk* and examine some of the many letters which come across it. They would soon become convinced that ample information cannot be reduced to pamphlet form. Neither will one or two contacts through the written word be sufficient. There must be a constant flow of information. Repetition is one of the principles of good promotion and publicity. One great chain of stores in Washington, D.C., broadcasts a five-minute summary of the news and of course its own advertising every hour on the hour every day in the week except Sunday. An automobile dealer in this city provides for a fifteen-minute newscast each day with its name and wares jingled into the ears of the listeners. Without imitating the methods of such advertisers, junior colleges should become aware of the power of repetition. If they will create a framework of general understanding from the heart of the junior college itself to the farthest

circles of their states, their own work will become more easily accomplished. One way to help do this is to place the *Journal* within the reach of all who should understand the junior college movement.

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The November issue of the *California Journal of Secondary Education* is almost entirely devoted to junior college education. Special attention is given to general education with a leading article by B. Lamar Johnson of Stephens College, Columbia, Missouri, entitled "General Education in Action." He points out some of the significant issues which were considered in the studies which he directed in California during the past several months and makes recommendations for the future of the work. "General Education Accomplishments in California," is the subject of an article by Dr. James W. Thornton, Jr., Vice President, Orange Coast College, Costa Mesa, California. Dr. Arthur S. Adams, President, American Council on Education, writes about "The Needed Plus in Education." Dr. Adams states that there are five main members in every education family: faculty, students, boards of trustees or boards of education, former students, and the public. Then he makes this observation:

These, then, are the five components of education's family, and it is only in dealing with them as a family that we can hope to make progress in solving educational problems. We talk a good deal about participation. We must build people genuinely into the team by making them sensitive through fully in-

formative processes as to the objectives to be served so that they will then be able to come to informed judgments with respect to them. . . . There is no good in blaming Boards of Education, administrators, students, or anyone else. It is our job to do a teaching job with all elements of education's family. We aim to give a great public service, therefore, we need to have the public with us. *This is the needed plus in education.*

"Technical Training Needs of California Industries and Government Agencies" is discussed by Dr. Harold P. Rodes, now President of the Ohio Mechanics Institute at Cincinnati and formerly Assistant Director of Relations with Schools of the University of California. This is a highly important article which all junior college people should read who are interested to gear their programs realistically into the far-reaching needs of their respective states. The author made a study of 55 companies in California representing 157,377 employees and 66 governmental agencies with 97,887 employees. His article sets forth high lights of findings of needs for education and training which junior colleges could well meet. What Dr. Rodes has done should set a pattern for similar inquiries in many other states.

Other articles are: "Adapting a Foreign Language to a Changing Curriculum," by Dr. Leonard Messier of San Diego State College; "Organizing an Art Service Center in the Junior College," by John F. Rice of Phoenix Junior College, Phoenix, Arizona; "Health Education: Outline for a Junior College

Course," by Mrs. Alice L. Spillane, Consultant, Mental Health, National Institute of Mental Health, Bethesda, Maryland; "The Counseling-Guidance Plan at Bakersfield College," by Dr. Ralph Prator, President, Bakersfield College, California. The November issue of the *California Journal of Secondary Education* may be obtained as long as copies are available at \$0.50 the copy from 2106 West Washington Boulevard, Los Angeles, California.

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Our next-door office neighbor, The Right Reverend Msgr. Frederick G. Hochwalt, Secretary General, National Catholic Education Association, brought to the *Desk* a copy of *The Spirit of Politics and the Future of Freedom* by Dr. Ross J. S. Hoffman of Fordham University. (The Bruce Publishing Company, Milwaukee, 1950, \$2.50) We greatly enjoyed reading this book December first on our way to St. Petersburg, Florida, to attend the meeting of the Southern Association of Junior Colleges. As we view our national situation, we believe that Dr. Hoffman makes a point which every thoughtful American citizen should ponder with deep concern when he writes:

"The problem of maintaining a civil power competent to its proper function as an organ of society for serving the common good without crushing freedom is the master problem of our age. It has not been solved, and there is no certainty that it will be solved, not even in the United States."

Along this line of thinking, we have been reading, marking, and digesting the amazing and astounding document entitled, *Universal Military Training*, Foundation of Enduring National Strength, First Report to the Congress by the National Security Training Commission. The more one reads and analyzes this book the more amazed he becomes that such far-reaching proposals could have been made in the United States of America. Each branch of the military sets forth its objectives in the plan to conscript all young men eighteen years of age for six months of basic training and seven and one-half years of reserve duty. We come across such statements as the following in the determination of objectives: "To impress upon the youth of the country its obligation to protect the institutions which give to American life its distinctive qualities, and their own importance to the Nation in that supreme task." "This indoctrination includes specific emphasis upon the principles of duty to country and good citizenship." "They would receive a special course designed to raise their proficiency to the level of a fourth-grade student." (This would be done in a few weeks' time!) "To inculcate in the trainee an understanding of the world-wide responsibilities of the United States and the reasons why his military training is essential to the national existence."

The truth of the matter is that a gigantic and exorbitantly expen-

sive scheme of education and indoctrination is proposed for all young men when they are "psychologically naked" as the military expression goes. One wonders where the schools and colleges come into the picture for imparting knowledge of world affairs, the nature of our democratic government, and the responsibilities of citizens. We have believed that this function belonged to civilian schools and that our schools are rightly placed under the control of states and political subdivisions thereof. Why has it become necessary for the military to assume the role of the elementary schoolmaster and educate the illiterates? Is not this function the direct responsibility of the states and school districts? Since when has the United States placed so much of education under the power of the Secretary of National Defense?

Charles A. Quattlebaum, Educational Research Analyst, has made a two-volume report to Congress entitled, *Federal Educational Activities and Educational Issues Before Congress*, Volume 1, January, 1951, and Volume 2, July, 1951. He lists in considerable detail the departments, offices, and agencies of the federal government engaged in education. Quattlebaum shows that the federal government spent on education in the fiscal year 1950 the sum of \$3,617,518,287. Many people have the impression that practically all federal spending for education is channeled through the United States Office of Education.

The fact is that less than one per cent is spent in this manner. In a number of instances the author indicates that he could not find out what amounts were being spent by some agencies either because they didn't know or because such information was restricted as confidential.

It all adds up to a serious question for the American people. Surely, the time has arrived for citizens to wake up and find out what is happening in the constant centraliza-

tion of government at the federal level. Moreover, as we have pointed out on several occasions, there are tendencies towards the concentration of more and more power in the executive branch of the government by means of loopholes in laws that are passed which leave interpretations in the hands of executive branches. Frankly, the *Desk* is concerned. It is hoped that this deep concern may become generally shared by citizens in the United States.

## *The Junior College World*

JESSE P. BOGUE

WE ARE devoting "The Junior College World" in this issue of the *Journal* to a significant development. Considerable discussion has been carried on regarding plans for the improvement of nursing education. *The Education of Nursing Technicians* by Mildred Montag was published in 1951. We are pleased to present to the readers of the *Journal* a plan for the training of nursing technicians which is in operation in the state of Texas. It is a cooperative program between the Texas State hospitals and the junior colleges. The main features of the plan are as follows:

*Purpose.* The general purpose of the Technical Nurse Program is twofold, namely, (1) to produce an adequate number of well-trained and properly-qualified individuals to man the nursing services of the various hospitals, and (2) to give a large number of individuals who might otherwise never have the opportunity, a chance to avail themselves of general and technical educations that will prepare them to carry out virtually all modern nursing techniques presently used in hospitals and homes and at the same time allow them to learn how to live more effectively and efficiently within their ever-changing society and culture.

Although this program has as its primary objective the production of well-trained and well-qualified nursing personnel, it has not been planned or designed to produce in-

dividuals who will replace the well-trained graduate or degree nurse. Rather, it intends to produce a large number of individuals who, when working in a group under the supervision and guidance of a trained graduate or degree nurse, will be able to render a maximum amount of proper nursing care to an exceedingly large number of hospitalized patients. Credits obtained by the student in this program are certified college credits and may be applied, where applicable, toward a recognized college degree. In other words, this program allows a student the opportunity of procuring a large number of college credits while remaining constructively engaged in a remunerative occupation.

*Location of Nurse Technician Schools and Junior College Affiliations.* Six State hospitals now have schools for nurse technicians which are affiliated with junior colleges in the State. Additional schools will be opened in the State's four remaining hospitals (two neuropsychiatric and two tuberculosis) on or before the beginning of the 1952 school year.

*Medical Libraries and Student Textbooks.* The Texas State Hospital System is now in the process of expanding all of its present professional libraries and establishing new libraries in those hospitals which do not have them at present. Under this plan all hospitals should

TABLE I

Hospital	Type	Size	Institutions	Distance Between Institutions
Austin State Hospital Austin, Texas	NP	3000 beds	Blinn Junior College Brenham, Texas	90 miles
Rusk State Hospital Rusk, Texas	NP	2500 beds	Henderson County Junior College, Athens, Texas	30 miles
San Antonio State Hospital San Antonio, Texas	NP	3000 beds	San Antonio Junior College San Antonio, Texas	10 miles
Terrell State Hospital Terrell, Texas	NP	2300 beds	Navarro Junior College Corsicana, Texas	60 miles
Wichita Falls State Hospital, Wichita Falls, Texas	NP	2550 beds	Midwestern College Wichita Falls, Texas	5 miles
East Texas Tuberculosis Sanatorium, Tyler, Texas	TB	700 beds	Tyler Junior College Tyler, Texas	10 miles

have adequate libraries by the end of the year 1952. All student textbooks are procured by the medical libraries of the various hospitals and are issued to the student nurse technicians on a loan basis for their use during their training period.

*Administration and Control.* The Medical Director of the Texas State Board for Hospitals will be responsible for the development and operation of the Technical Nurse Training Program and will serve as chairman of the Nurse Technician Educational Committee, which is composed of the following members: three presidents or deans of junior colleges selected by the Texas Council of Public Junior Colleges, the Hospital Superintendent, the Hospital Director of Nursing Education, and a representative of the Joint Committee on Improvement of Nursing Service in Texas. The Director, Division of Nursing Education, will act as Executive Secretary to the Educational Committee and will be under the direct supervision of the Medical Director. It will be her duty to supervise the operation of the various Technical Nurse Training Programs.

The Educational Committee will establish and maintain educational standards for all training programs and will advise the Medical Director and the Texas Council of Public Junior Colleges relative to policies and procedures concerning the program.

At the hospital level, the Technical Nurse Training Program will be under the general supervision of the Hospital Superintendent. Specific supervision will be under the hospital's Clinical Director of Nursing Education. Organization, development, and supervision of the Program at the hospital level and the coordination of the local program with the activities of the affiliated junior colleges will be the responsibility of the local Director of Nursing Education.

*Faculty.* The affiliated junior colleges will be responsible for furnishing the necessary faculty to carry out the program outlined. All instructors must meet the requirements of the League of Nursing Education and the Texas Council of Junior Colleges of the Texas Educational Agency.

*Admission Requirements.* Stu-

dents are required to have a high school education or its equivalent, to be between the ages of eighteen and forty-five, to have a minimum I.Q. of ninety-five, to show psychological evidence of possessing a stable personality, to meet required physical standards, and to give evidence of having a good school or work history. Although previous hospital experience is not required, students entering this program must be employed or approved for employment by the Texas State Hospital System.

*Finance and Tuition.* The cost of instructors and their travel to and from the hospital will be borne by the junior colleges as will the cost of procuring or establishing laboratories and equipping of same. The cost of establishing classrooms, providing medical teaching aids and the necessary hospital equipment will be borne by the local hospitals.

Tuition charged students will be uniform in all junior colleges and will be at the established rate of \$25.00 for each regular semester and \$20.00 for each summer semester, or a total of not more than \$70.00 per calendar year.

Although the student will be charged tuition and laboratory fees for his education, he will be paid a definite stipend and given maintenance while procuring his education. Attendants, aides, and auxiliary personnel presently employed who wish to avail themselves of nurse technician training may do so at their presently authorized

rate of pay. The stipend for students during the first semester is \$80.00 per month. Upon satisfactory completion of the semester, the stipend will be raised to \$100.00 per month and after the first year of training, \$110.00 per month. The future pay of technical nurses will depend upon the action of the State Legislature. Recently it established the pay scale for nurses completing a specialized two-year nursing course in tuberculosis at a rate of \$192.50 (with maintenance) per month, and it is anticipated that a similar scale will be established for certified nurse technicians.

*Length of Training Program.* The course of study will provide two full years of intensive training in the field of technical nursing. (Students will be allowed 12 working days for vacation, 12 days off for holidays, and 12 days of sick leave per year with pay.) Of the 4,608 hours of clinical training given, 1,050 hours will be of a didactic nature and 3,558 will be of a supervised laboratory type of on-the-job training.

*Class Hours.* The didactic portion of the program requires 15 class and laboratory hours per week: two class hours per day, five afternoons per week, and five one-hour on-the-ward seminars and laboratory training periods. Scheduled lectures are held between the hours of two and four in the afternoon in order that day and swing shift employees may meet class one hour on the State's time without unduly depleting the personnel on

any one ward. On-the-ward seminars or teaching round tables are held for a one-hour period each morning (or afternoon in the case of the swing shift) on all teaching wards. These seminars are presided over by the ward physician and are attended by at least one representative from all care and treatment services within the hospital. These sessions are devoted to the discussion of special cases and problems and the outline of care and treatment plans to be carried out by the students during the day. During the two-year training program, each student will be rotated through all applicable professional and auxiliary services in the hospital. Each student will, in addition to the 15 hours previously described, be required to spend 38 hours per week in carefully organized and closely supervised on-the-job training.

*Number of Students.* The maximum number of students for each training class is 45, but the preferred number is 25. Classes will be started at the beginning of both the first and second semesters of the junior college year.

*Curriculum.* First Year Program. The first year program, known as the "Basic Nursing Course" has been developed to simulate the first academic year given to students in degree nursing. It has been designed to broaden the student in both general and technical education and to establish a foundation for future training in either the technical or professional nursing field. This program, which is spread over two regular semesters and one summer is composed of the following courses and guarantees the student the college credit hours listed.

BASIC TECHNICAL NURSE COURSE (FIRST YEAR)

Course	Credit Hours
English (Communications)	3
Chemistry	3*
Microbiology	3*
Anatomy & Physiology	6*
Psychology	3
Nursing Arts	6*
History of Nursing & Professional Adjustments	3
Elective	3
Total	30

\*Laboratory in addition to lecture course.

NOTE: 3 credit hours = 3 lecture hours per week for 18 weeks except in the case of laboratory courses. All laboratory courses require 2 lecture hours and 3 laboratory hours per week for 18 weeks for each 3 credit hours.

Identical basic training courses will be offered to technical nurses in neuropsychiatric, tuberculosis, and general hospitals.

Second Year Program. The sec-

ond year program is designed to convert the basic student nurse technician into a qualified technical nurse. The course pattern is standard during this period for both neuropsychiatric and tuberculosis

technical nurses with the only difference being found in a variation of course hours. This is to produce in these individuals the desired amount of specialized technical skill. A study is being made at the

present time to determine whether or not both courses can be made identical and still fulfill the needs of both types of hospital. The advanced course at present is as follows:

ADVANCED TECHNICAL NURSE COURSE (SECOND YEAR)

Neuropsychiatric Hospitals

Course	Credit Hours
Dietetics & Diet Therapy	3*
Psychiatry	6
Medical & Surgical Diseases	3
Pharmacology	6*
Sociology	3
Advanced Nursing (In psychiatry, rehabilitation therapy & operating room technique)	6*
Elective	3
Total	30

\*Laboratory courses.

Tuberculosis Hospitals

Course	Credit Hours
Dietetics & Diet Therapy	3*
Psychiatry	3
Medical & Surgical Diseases	6*
Pharmacology	6*
Sociology	3
Advanced Nursing (In tuberculosis, rehabilitation therapy & operating room technique)	6*
Elective	3
Total	30

*Accreditation.* All courses taught in the Technical Nurse Training Programs have been approved by the Texas Commission of Education and meet the required standards of the Southern Association of Colleges and Secondary Schools and/or the Association of Texas Colleges. Duly enrolled students who adequately complete the various courses offered in this program will receive college credit for all work completed. It is hoped that the national nursing organizations will have the National Accrediting Service establish standards for Nurse Technician Training Programs.

*Degree.* At the present time, the junior colleges of Texas are authorized to grant an A.A. (Associate in Arts) degree to those individuals who have completed two years of required junior college work. The curriculum of the Texas Technical Nurse Training Pro-

gram falls short of preparing its students for such a degree because of a lack of three hours of accredited training in government. Steps are being taken to enlarge the present curriculum to include the necessary subjects to make technical nurse students eligible for the A.A. degree.

*Certification.* Although no organization or accrediting agency has been established to certify graduates of this program, such certification will be made by the junior colleges and the Texas Board for Hospitals and Special Schools.

*Allied Programs.* The Texas State Hospital System and the junior colleges of Texas are at present completing plans on a program which will allow regularly enrolled students in any recognized junior college to transfer to the nursing technician school provided they meet the established requirements.

## Notes on the Authors

MARION GAITHER KENNEDY

This month's editorial was written by DOROTHY M. BELL, who is President of Bradford Junior College and President of the AAJC. Miss Bell has served as chairman of the AAJC Co-ordination and Research Committee.

RAYMOND A. CRIPPEN is the author of *I Will Never Regret Junior College*. Crippen graduated from Worthington (Minnesota) Junior College in 1950 and will receive the Bachelor of Arts degree from the University of Minnesota in March, 1952.

*Junior Colleges in This Period of Crisis* was presented by LELAND L. MEDSKER at the Eighth Annual Junior College Conference at Texas A. and M. Medsker is Director of Contra Costa Junior College, East Campus, and a member of the Legislative Committee of the AAJC.

From 1942 to 1946 ROOSEVELT BASLER was Superintendent of Joliet Township High School and Junior College where he recently gave the speech, *The Second Fifty Years — Our Golden Oppor-*

*tunity*, appearing in this issue. Dr. Basler has taught at the University of Illinois and at present is Professor of Education at George Peabody College for Teachers.

ALBERT E. FRENCH, Director of the State University of New York Agricultural and Technical Institute at Canton, has contributed *The Community College in a Rural Area*. French formerly has served as Head of the Department of Technical Electricity at the Agricultural and Technical Institute in Alfred, New York.

PHILIP WELTNER, author of *The Role of the College*, is President of Oglethorpe University. Previous to holding this position, Dr. Weltner was Assistant Price Director and Regional Attorney for the Office of Price Administration in Atlanta, Georgia.

*The Teacher and a Community Service Program* was written by HOLLIS A. MOORE, JR. who is Research Associate of the Southwestern Co-operative Program in Educational Administration at The University of Texas.

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